



serves the nation *in War—in Peace*

Above is a reproduction of the poster issued by the National Education Association in 1944 as a feature of its teacher-recruiting and morale-building campaign. The poster was printed in five colors, 15 x 20 inches in size. A distribution of 50,000 copies was financed thru an appropriation from the NEA War and Peace Fund. The original of this poster, done in oil by Roy Spreter, hangs in the NEA headquarters building.

National Education Association
OF THE UNITED STATES

PROCEEDINGS

OF THE EIGHTY-SECOND
ANNUAL MEETING *HELD AT*
PITTSBURGH, PENNSYLVANIA
JULY 4, 5, 6

1944

Volume

82

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

WASHINGTON, D. C.

*Contents of previous volumes of Proceedings
of the National Education Association may
be found by consulting the Education Index.*

FOREWORD

THIS BOOK comprises the proceedings of the eighty-second annual meeting of the National Education Association, which this year included only the twenty-fourth Representative Assembly, together with a record of the activities of the Association and its departments, commissions, committees, and councils during 1943-44.

In compliance with the directives issued by the Office of Defense Transportation, the full eighty-second annual convention of the National Education Association of the United States, including the meetings of departments and allied groups, was again canceled.

The meeting of the Representative Assembly in Pittsburgh, Pennsylvania, July 4-6, was one of the most significant in the history of the Association. It was the third meeting of the Assembly to be held since the entry of the United States into the war.

The more than 1300 delegates who comprised this Assembly took two of the most forward looking steps in the history of the Association. First, they adopted, subject to the approval of the states, the five-year program of unification, expansion, and development calling for an increase of membership in the Association to 800,000 by 1949. Second, they adopted an amendment to the bylaws to increase the membership fee from \$2 to \$3 to take effect in the Association year 1945-46.

The year 1943-44 witnessed the largest increase in membership in any one year of the Association's history. The gain was 52,513, an increase from 219,334 at the end of 1942-43 to 271,847 at the close of the 1943-44 membership year on May 31.

The organized profession is indebted to President Edith B. Joynes for a year of distinguished service in behalf of education and of the Association.

WILLARD E. GIVENS
Executive Secretary

The work on this volume, including the gathering of materials, editing, abstracting, proofreading, and makeup, has been done in the Editorial Service Unit of the Division of Publications under the general direction of Lyle W. Ashby and in the immediate charge of Katherine Lichliter, with the assistance of Eleanore Furlong Galant and Emily Smith.

JOY ELMER MORGAN, *Director*
Division of Publications

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ADDRESSES BEFORE THE REPRESENTATIVE ASSEMBLY

The addresses in this section were delivered before sessions of the twenty-fourth annual meeting of the Representative Assembly of the National Education Association of the United States. They have been taken out of the Assembly minutes (published in full beginning on page 148) for inclusion here because of their general interest and value and because they do not require the special background of the Assembly minutes in order to be understood by the reader. In addition to addresses, there are included in this section reports of the work of the Association's three great commissions—the Educational Policies Commission, the Legislative Commission, and the National Commission for the Defense of Democracy Through Education.

WELCOME TO OFFICIAL DELEGATES

THE HONORABLE FRANCIS B. HAAS, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, HARRISBURG, PA.

Presented at Opening Session, Representative Assembly. See page 149.

EIGHTEEN YEARS AGO it was my privilege to welcome the representatives of our profession to Pennsylvania upon the occasion of our meeting in Philadelphia. Again I have the honor to welcome the educational leaders of America for their annual conference in Pittsburgh.

Eighteen years ago we were emerging from the blasting effects of the first World War, of the war to end all wars, of the war to make the world safe for democracy. At a terrific cost in life, limb, toil, and grief, the United States, true to our traditions, had risen to the call of humanity, with irresistible might, in defense of the personal dignity and freedom of men. At an enormous cost in money and effort, humanitarian America had opened its purse to feed, clothe, and shelter the war-stricken, starving millions of Europe.

Today, we find ourselves in the midst of a conflagration unparalleled in the history of civilization. Again, nearly 12,000,000 of our finest young men and women have been summoned to defend the life and liberty of millions in weaker nations. Already, thousands of these have made the supreme sacrifice against a ruthless reversion to barbaric brutality, so degraded and savage as to be, until now, inconceivable in the minds of decent men and women.

Today, by lend lease and grants, we are again assuming the enormous task of feeding and providing medical care for our allies and the peoples of

liberated territories. Again, we are planning to provide necessary assistance in the reconstruction of pillaged and devastated nations.

Then, eighteen years ago, we looked forward to an era of peaceful work and consequent prosperity. Now, we move again in the tense atmosphere of our most strenuous war effort. Then, we thought of impoverished nations defaulting on their national debts. Now, we again willingly lend and spend astronomical sums in a determined effort to defend and preserve freedom for ourselves and for humanity. Then, we discussed the economic effects of an unprecedented national debt. Now, we close our eyes and, without hesitation, mortgage the future of our children and of our children's children in yet another and a greater effort to preserve for them, and for the future generations of the world, that freedom without which but little matters.

In reply to all of which, thinking men and women everywhere ask, "Why?" Why this regularly recurring slaughter of the finest specimens of our young manhood and womanhood? Why this periodic, fruitless wastage of the world's economic surplus, which otherwise could be turned to educational and cultural advantages for all, to higher standards of living thruout the world, and to the happiness of mankind and the progress of civilization?

Whatever of intrigue crept into the anterooms at Versailles in 1919, whatever of secret diplomacy and power politics then set the stage for our present holocaust, whatever of selfishness or greed or timidity has since permitted the mushroom growth of tyranny, aggression, and violence, we must not permit it to occur again.

Never before in the history of mankind has the evil mind of unscrupulous leaders deliberately conceived of enslaving whole nations by murder of their leaders, by the destruction of their schools and culture, and by the dwarfing incapacitation of their children by malnutrition and disease. Never before has the world seen, overnight, such utter abandonment of every concept of decent human relationships, of every principle of international law and warfare that has taken civilization centuries to attain. Within the last decade we have seen relived with all of their brutal cruelty, torture, fear, and the old, old ages of brigandage, piracy, and slavery.

What are the implications of this world situation for education? What significance does it hold for us? The answer seems to lie in the major themes decreed for these meetings, namely, "Education during Wartime" and "Place of Education in the World of Tomorrow."

As to the former, it seems that the record of our schools thruout the nation has already supplied the answer. Pennsylvania, like other states, is proud of the record that our teachers and pupils have made in support of the heavy demands arising from our total war effort. Like other states, we are proud of the fact that more than 500,000 workers have been trained in our war production training program alone.

As to the place of education in the world of tomorrow, that remains for us to determine. Again, like other states, Pennsylvania is organized for a searching study of both present and postwar educational needs to the

extent that such can be determined by the evidence now available, in all departments and at all levels of public education. From the committees now at work, it is intended that the collective judgments, thus secured, will serve as a basis for a thoro appraised review and revision of our curriculums and courses of study, of our educational organization and administrative policies, and of our present enabling legislation.

In the past, education has occupied a unique and responsible position in our local, state, and national life. The American concept of universal education has, from the first, placed in the hands of teachers, a power not delegated to any other group. Next to parents themselves, no one is permitted such constant and intimate contact with their children as is the teacher.

Given such a priority in the realm of the minds and emotions of children, either independent thinking and just action or servile and blind devotion to the insidious doctrines of unscrupulous masters can be developed in one generation. Only by virtue of a like power and influence over the minds of children and youth was fascism possible. Judged by the attitudes and ideals of our young men and women now in uniform, our teachers have taken good care of the convictions and loyalties of the successive generations of our children that have been placed in their trust.

The significance of the place that education will occupy in the world of tomorrow will be determined by the degree to which we recognize the many and far-reaching changes that have been and are taking place, and by the sober judgment we exercise in meeting the many new, practical, everyday needs of those we serve.

Typical of the many new demands now confronting public education which are uppermost in the minds of most of us are the following:

1. Our returning veterans, victims of disrupted educational and business careers and of physical disabilities, will need and deserve every phase of rehabilitation and educational service of which our schools are capable. Accelerated courses of study will have to be continued, requiring separate classrooms and adult education technics. Local public-school classes will be necessary to meet the convenience of veterans returning to their homes. District and area centers for certain types of vocational training may well be expected. Extensive adjustments in our school and university extension services will be required to reach them where they live.
2. A fair evaluation of armed forces' training and service must be fitted into our system of scholastic credit, regardless of traditional practice, mechanical measurements, and arbitrary regulations.
3. In a world of lightning change, shifting ideas, and violently conflicting political doctrines, the perpetuation of our ideals and the preservation of our basic liberties demand a complete revision of and reemphasis upon our program of citizenship education both for our children and for our adults.
4. The American concept of group self-determination is premised upon intelligent self-direction, and in the interest of mutual understanding, cooperative effort, and national unity, we must attack with renewed energy the problems of the reduction of illiteracy and an effective assimilation of our foreign-born population.
5. In the increasingly complex social and economic life of our communities, teachers and school officials must recognize, and assume more fully, the social responsibility of public education in a democracy by greater emphasis upon supervised play and community recreational programs for the leisure of our children and youth.

6. The trial and error method has no more place in the classification and assignment of students than it has in the pursuit of knowledge, and our piecemeal and sporadic efforts at educational and vocational guidance must be supplanted by a comprehensive and effective system of adjustment counseling, based on reliable achievement and aptitude testing.

7. Our recent rapid conquest of space has already demanded far-reaching changes in our science, our mathematics, our geography, and our social sciences.

8. Invention and discovery have created demands for new and practical courses in such fields as aviation, air conditioning and refrigeration, electronics, and plastics.

9. A greater realization of the socio-economic responsibility of public education seems to demand greater attention to such needs as character education, education for home life, religious education, conservation education, consumer education, safety education, and military education.

And so the list of new needs and new demands grows. Even tho the postwar period may witness the development of a public-school program of fourteen years, with terminal courses and other possibilities, some, and possibly much, of our present overcrowded curriculums will have to go, if only a part of our more recent demands are met.

In conclusion may I add to my greetings and welcome two additional observations:

First, out of the grim realities of this world struggle and our unprecedented national debt is certain to come a public demand for greater practical utility in all public service. In the rigid austerity of the immediate postwar period, however, care must be taken to conserve within the souls of men and women those cultural appreciations and spiritual values which give meaning and purpose to, and reward for, the toil and economy of the work-a-day world. As always, it will be ours to teach our boys and girls, and our men and women, how to live as well as how to make a living.

Second, in determining the relative value of the subjectmatter which will constitute the courses and curriculums of our postwar schools, education will be on trial. Public education will stand or fall by the decision that our record of achievement merits. I am confident, however, that, as in the past, public education will meet every legitimate demand quickly and effectively.

Of this we may be certain: The place of education in the world of tomorrow, whether important or insignificant, will be of our own making. It will be determined by the group thinking of leaders in conferences such as this General Assembly. We may be equally certain too, that sometime, and may it be soon, 12,000,000 young men and women, mature beyond their years, will return from the rigorous life of encampments and stations all over the world, looking for the educational and employment opportunities which they have entrusted to us during their absence at the battlefield. May a kind Providence grant us the wisdom and the realism to meet fully their expectations.

GREETINGS FROM THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

MRS. WILLIAM A. HASTINGS, MADISON, WIS., PRESIDENT

Presented at Opening Session, Representative Assembly. See page 150.

IT IS A GREAT PLEASURE and privilege to be here with you this evening. Our two associations are so close to each other. Many of you belong to the parent-teacher organization; many of us belong to the National Education Association. We meet not as strangers, but relatives; and even more than relatives, I think we are friends.

We do have a common ancestry in those leaders of education of a half century or so ago who discovered that the child was one child whether he was at home or in school, that he was the sum total of all his environments, and that the environments which influenced him most—the home and the school—should work closely together. Out of that idea, thru trial and error over the years, has grown the National Congress of Parents and Teachers, which now numbers 3,500,000 members, and of which many of you are a part.

Sometimes it seems to us in the home as tho home and school were almost competitors for children's time. There seems so little time in these busy days, parents sometimes think, "What we could do with our children if the schools did not make so many claims on their time!" And I have heard many teachers say, "Well, we really could do something with these children if we didn't have to think about the parents in the home."

We do need an organization where we can get to know each other and work out our common interests. That is what we have, we believe, in the parent-teacher association. I think perhaps many of you do not know the close relationship which exists between the NEA and the National Congress of Parents and Teachers. You may or may not know that we have a Joint Committee, composed of three members of each organization, which meets together a number of times during the year and which plans tasks that we can perform in common and which carries on not only nationally but also in our states.

We have frequent conferences between your leaders and our leaders on all these pressing problems of education which are our problems just as much as they are yours.

We work together for legislation. We are still with you on federal aid; we expect to stay there until it finally becomes a reality. We are working with you on a number of legislative matters and in many ways.

I think perhaps one of the biggest ways that we can work together is in this matter of creating public opinion in informing the public of the needs of the schools, the purposes of the schools, what education can mean to our own country and the world at the present time.

We know that the war has made many impacts on the schools as well as on our homes and we need to face the resulting problems together. We must work closely together in our localities, in our states, and on the national basis.

In a number of the states, too, there were joint committees on education or similar committees where interested citizens and interested organizations worked with educators to study the problem of education in those states and worked for betterment. We hope that every state will have such a relationship before long.

We come close to each other in our communities and we always say the real test of whether we are cooperating or not is shown in the community, not what we do on the national or state level, but what we can do in our own communities for the welfare of our children right in our own home towns. Perhaps the relationship that is the closest of all is that between the individual set of parents and the teachers of their children. If we did nothing more than know each other as parents and as teachers for the good of the child who belongs to each of us, we would be doing a great deal. However, we cannot work long in that close relationship without knowing that what we want for the individual child is dependent quite largely on what is offered all children. We have to keep the balance of our interests between the good of the individual and the good of the whole.

Recently we had our own national meeting in New York and we took there as our theme, "All Children Are Our Children." This time as never before we can know no difference in race, creed, class, or anything else. All children in this country are American citizens and all children in the world are important at the present time. We did try to create a greater awareness of the importance of children to the future of our country—that all children must have opportunities because we never know from where our future leaders are coming. We have no idea whether it is the so-called right side or wrong side of the tracks that is going to produce the political leaders, the teachers, the preachers, all the great leaders of the next generation; they are coming from among these children of ours somewhere.

We have been so busy with so many things the past two, three years, since war came to us, that sometimes some of us, I am afraid, have been incredibly careless with our children. Statistics show that. Together, as parents and teachers, we have to try to remedy what has been done; we have to try to prevent more of the same. That is a big challenge to us now for the immediate future.

We have been a very, very wasteful nation with our natural resources and perhaps, too, somewhat with our human resources, but now is the time as never before to use the word "conservation," not only for forests, fields, and mines, but for our human resources who are our future.

We know the world is changing, so homes and schools must change; our thinking must change. But at the same time we want to keep the fundamental values that are our priceless heritage and that are eternal and timeless. We know that there is no institution closer to our homes than the schools, as has been said here earlier this evening. As people in the homes, we expect so much from the schools, everything from expecting you to be custodians of our children to give us a little relief, to turning out a very

fine finished product with everything in between. But after all, perhaps it is a compliment—we know you can do so many fine things, we expect much from you.

We, too, think a lot about education. It seems to me it is only sensible for us to get together to clarify our thinking and to bring order out of our often conflicting ideas and desires. Changes are coming, we know, and we want them to be planned changes, not haphazard and unplanned.

We know that the public generally is interested in their schools. I think school taxes are paid much more cheerfully than any other form of tax. If we want to improve our schools, if we want to have many of these things for the schools that we have talked about and will be talking about, then the public must know about them, they must understand why, they must be sold on them, and be willing to pay for them. I believe that can be done. Parents want these things from the schools; enlightened citizens want them. If we just let them know what we want, why we want it, if we have some definite planned goals, I am sure we will get to them eventually, even if not at first. I think there is nothing of any more importance to any community, or even to the nation, than what sort of schools we have in our communities and what is being taught in them.

We spent a good deal of our time as an organization along that line. Your Miss Samuelson, past-president of this organization, is our school education chairman and helps guide us in our thinking. We urge our members to become familiar with their own schools, study the school budget, and talk with the school people about their philosophy of education. We suggest to them that there are many things that they might be discussing and thinking about at this time.

Perhaps the first of these is, "What sort of young folks do we want our schools to produce?" If we know what end product we would like, perhaps that will help us along the line to produce it.

What shall our young folks be taught? What equipment are the teachers given to help them? Are we using the newer tools of learning as well as the traditional tools? What sort of buildings do we have? Are they used as community centers, as they should be? What sort of a health program is there? Do we stress both physical and mental health? Is there a recreational program as part of the educational program? What sort of citizenship training is given and are children allowed to participate in such a program? Is a program of counseling given to help our young folks in life's situations and also to help them prepare for the future? Do they have an opportunity to learn vocations? Is there opportunity for adults to learn new skills or to refresh themselves in older ones, or just to catch up with the world as it is today?

What, if any, preparation are we giving our young folks for homemaking and family life? I think that is a very important question today. Homes are blamed with many failures, and they have failed in many ways. But the social scene has changed so fast and home is so different from what it was traditionally that perhaps our young folks have not been prepared as they should have been to meet presentday situations.

What are we doing about nursery schools and before- and after-school care where it seems to be needed in communities? Do we believe in combined school-work programs for high-school youth and can we help plan some for them?

All of these are questions we need to ask and study in our communities and answer them against the background of our own communities.

We are interested, too, in why teachers have chosen to be teachers and in what sort of training they are given. I think that is something parents are extremely interested in.

We are interested in opportunities for all children, those who are exceptional in some way as well as those whom we speak of as normal. All these things, while they are part of your educational program, are of very vital importance. We are just as concerned over them as you are. We have joined with you in endorsing a proposed plank on education to be submitted to each political party; we shared with you in submitting it to the Republican convention; we are going with you and help submit it to the Democratic convention, hoping that one or the other, or both, may have something very definite in their thinking about education.

Like you, we recognize the importance of education to the world today. The world has shrunk, so we no longer can think of our own country alone. We have to think of the illiterate billions, as they are sometimes spoken of—those people all around the world who live on a bare subsistence level, who can neither produce nor consume to any great extent, who have been warped by a false type of education, and whose education has been so sadly interrupted by the war.

How are we going to reach them? Is it any of our business to reach them? I think we all agree that it is.

I would like to make a plea for enlightened self-interest. I think we can get somewhere if we see that it is to our own interest that our young people are prepared for life; that the young people of other nations are given a chance, because after all they will be the adults at the time our children are. They and our children together will have to build and live in this better world if there is to be one. Are they better prepared to make a good job of it than we have been? Is it not our responsibility to help them if there is any way to do so?

I think if we will think of things from the viewpoint of enlightened self-interest, rather than just a vague and abstract altruism, perhaps we will get somewhere. After all, that great Commandment of "Love thy neighbor as thyself," is enlightened self-interest.

I think if we can use that argument, we can get public support for many of these things. It is to our interest to look after many of these problems. There are both limitations and endless potentialities in this matter of working together in home and school. I sometimes let my mind dream of what might happen if the 3,500,000 of us who are members of the National Congress of Parents and Teachers ever united our thinking and desires and our determination on any one project. There is nothing we could not have if we wanted it.

I think that we must take these things that are important to each of us. We must somehow, from our local communities up thru the national organizations, learn even more than we have how to work together to pool our interests to get what we want for these children of ours who, after all, are the future of America.

NEW EMPHASIS ON EDUCATION

FRANCIS P. GAINES, PRESIDENT, WASHINGTON AND LEE UNIVERSITY,
LEXINGTON, VA.

Presented at Opening Session, Representative Assembly. See page 150.

THE EPISCOPALIAN BISHOP of Florida on our campus told the story about a Tennessee hill boy, snatched up by a draft board, batted from one induction center to another classification post, winding up at Camp Blanding the most homesick rookie under our flag—homesick for his hills and folks, but most of all for his little gal. The first Saturday he was free he went to Jacksonville, did what he had never done before in his life—he sent a telegram. He went to the Western Union office and said, “How much would it cost to send a telegram to my home in Tennessee?” The clerk said, “You can send ten words for fifty-five cents,” fifty cents for the message and five cents for the inevitable tax.

He got a blank, went back, sat down, and for about twenty minutes concentrated all the energies of mind and heart, and then he brought this message back:

Miss Susie Jones,
Brownsville, Tennessee

I love you I love you I love you
Sam.

The lady at the desk smiled and said, “You have only nine words and you can send ten for the same money.”

He took it back, stayed about thirty minutes this time. He was in an agony of creation. He came back with this message:

Miss Susie Jones,
Brownsville, Tennessee

I love you I love you I love you regards
Sam.

I have a sort of feeling that after the loveliness and generosity that marked my friend's comment, my own words will be a kind of anticlimax of a similar nature!

The great American Charlie McCarthy had a girl—I believe he has had several girls—but he had one some months ago that he called Geraldine. On one of his programs Charlie really was going to town about Geraldine and somebody else on the program stopped him and said, “But Charlie, can

you be really true to Geraldine?" Charlie was utterly unterrified. He replied, "Frequently!"

The question that this speech would raise if it raises any question, is this: Can we do constantly what we have done frequently and can we do completely what we have done partially? We have done something rather magnificent and we have done it frequently, but we have only done it partially.

Sometimes I think that before this war got into the bombardment of guns, the schoolteachers had it all to themselves. At the time of the Munich crisis there happened to drop into my home a young German reserve officer whose people I had known in Germany. I tried to probe behind the little barricade of terror that shut off his vocal chords from much conversation, and I asked him this question: "In your home city" (which happened to be Munich) "how many of the people of that great city, in the deep and unconstrained loyalties of their hearts, are really behind this man Hitler?"

He said to me, "Of the people above twenty-five years of age, 33 $\frac{1}{3}$ percent; of the people under twenty-five years of age, 100 percent."

I said, "How do you explain that?"

He shrugged his shoulders as if I were a simpleton and said, "Schoolteachers."

Of all the springs that fed that foul stream of fanaticism and fury which today would engulf the world, the most powerful spring was the personality of the schoolteachers in those rooms.

But our schoolteachers did not do so badly themselves, if I may say so. We have on the battle front, the greatest battle front of all time—one that Caesar never dreamed of and Napoleon would not have dared—those 12,000,000 American boys that Mr. Haas talked about, fighting for some ideas and ideals. The ideas may be confused and the ideals clouded, but 95 out of every 100 of those men have such understanding of those things as they do have because some schoolteacher put it in their hearts. It is the American schoolteacher who will finally whip the German and the Japanese schoolteachers off the face of the earth and in this crisis we have not done so bad, either.

The public-school systems of my state and your state have done equally well. The school plant and the school people of my state, while this crisis is going on, have dedicated themselves so thoroly to a national cause that they have trained for collateral fitness almost as many boys and girls of Virginia as that state has sent into the uniform itself to defend that precious flag. By the end of 1943, 27,000 unemployed had been trained for employment in war work; 56,000 who were employed but could do better work had retrained for war work; 52,000 had been given special courses in agriculture, before you reach the college level; at the college level you will find that half of our faculty has gone where their unusual talent will mean most.

On the Washington and Lee campus 1000 men, most of them officers of the United States Army, are coming for training every twenty-eight days, utilizing our facilities and resources.

Is the survival for us? Well, maybe so, but it is one of the highest privileges we ever had that our school system can have a part in the hour of crisis.

But, of course, we didn't gather here to praise the school system. One of my favorites on the radio is Archie of "Duffy's Tavern" program, because Archie's mutilation of this English speech of ours is something that is eloquent. The other night Carole Landis was on the program. When she came in, Archie was overwhelmed and he said, "You're wonderful, beautiful, they ought to put you where people can look at you—they ought to put you upon a pedestrian!"

We didn't come here to ask people to set the school system "upon a pedestrian." We came to ask ourselves whether or not this school system that so powerfully has served the ancient tradition in a period of new and terribly complex war can serve that ancient tradition in a period of equally new and complex peace. As a correlative of that, some other questions are in my mind.

Let me outline as I go. The first question I ask in connection with this title, which I call "New Emphasis on Education," is, "Can we enlarge and enforce the definition of opportunity itself by removing the economic differential and releasing the economic potential?" That is a little prosaic but it is very close to the heart of America. We have boasted all thru the years, and I think it is true, that above all other characteristics that make a democracy different from a dictatorship here, and the dreadful leveling processes of communism there, is this thing we call opportunity. However, too often by opportunity we mean simply removing the weights and fetters from the feet of children, starting them equally in life's race and saying, "To the victor belong the spoils and the devil take the hindmost."

Our conception of opportunity has been accolades and laurel wreaths for the small percent of those who triumph and neglect for the great majority of those who are not gifted enough or fortunate enough to triumph.

I have three sons. If I were to say to those sons, "Now, look here boys, I am going to send you in education just as far as you go, and I will pay the bills. If any one of you makes Phi Beta Kappa, he inherits all my farm and the other two can go to the mischief," he would say to me, "You are not only a vicious man, you are an incredibly stupid man!"

And yet sometimes I think that is what we have done with our children. A statistician has estimated, and I have not the slightest idea whether it is true, that out of the American public 5 percent of the people are leaders, 30 percent, I believe, are capable of giving intelligent response to leadership, and 60 percent are mere followers. We have been disposed to think almost entirely in terms of the 5 percent of leadership. But peace is not sustained and nations are not built greatly merely by a leadership, any more than wars are won by it.

We have to begin, in this country, to restudy that whole problem of what we mean by the word, "opportunity." As a matter of fact, we are not entirely just to those leaders. One of the saddest sentences I have read in many, many years was in a report on Virginia education, made by

Francis G. Lankford, Jr., now of the Richmond school system. A very fresh and fine report it was, and it had this single sentence:

Of the graduates of Virginia high schools who were listed in the wealthy group and who fell in the highest quartile of intelligence, 100 percent entered college; of the graduates of the same schools who were listed as poor and indigent and fell in the highest quartile of intelligence, less than 30 percent entered college.

I don't know what the condition is in your state, but I was humiliated and distressed to discover that in my state it is still true that the economic differential is so strong that the child who comes from a poor home has only one-third as much chance even to get to the next level of his education as does the child of a comparable intelligence who comes from a well-to-do family or home. That is removing the economic differential even among the leaders. I am thinking more about releasing the economic potential of those who were not leaders.

Mr. Lankford also makes the statement that out of every ten children in the fourth grade in the Virginia schools in '34, only one entered college.

I got to thinking about that. Now, as a college man, I am not complaining about that proportion. That is probably a good proportion. But it troubled me as a citizen, which is more important than being a college man. This question kept coming back to me, "What has become of those ten little children who on May Day sang the little songs, recited their little lessons. One of them got to college and I hope will be a useful and important citizen, but what did my state do for the other nine?"

It is nonsense to say that just because they didn't have minds that could get into the abstractions of philosophy or into the higher fancies of art, or into the concentrations of scientific formulas that they cannot be useful and influential citizens.

I am pleading definitely for releasing the economic potential. We must do it in this country and we must do it mighty quick. Before this generation of school children gets out, America may have settled—don't let me be dogmatic in my prophecy—one of the stubbornest and most significant questions that may have ever faced us: Shall we have for all time a great group of our citizenship who must in one guise or another be supported by the other citizens, call it what you will, or shall we make democracy so genuine that we shall take every citizen in terms of his aptitude and his energies and make him capable of supporting himself by releasing within that creation that aspiration that surely resides in every sane human being? Upon the answer to that question will rest much of our future. It is largely in the hands of the schools.

I was greatly impressed by the Atlantic Charter, but the schoolteachers have to go one step further. Perhaps it is because I used to teach English that I am very sensitive to prepositions—it is the prepositions of that thing that gave me a sense of incompleteness, inadequacy. Freedom of religion is fine, but a man can have freedom of religion and not have any more religion than a billygoat. Freedom from want and freedom from fear are two of the most desirable things in the world, but he could be free from want and fear and make no contribution to his day and generation.

As Mark Twain would say of him, "The best thing he could do is get underground as quickly as possible and begin to fertilize the cabbage."

There is a preposition in there—we want the preposition "for"—we want freedom *for* worship, freedom *for* speech by those who have something to say, freedom *for* achievement, and freedom *for* the fulfilment of dreams. That is where education steps in to supplement the schools. We should define opportunity, not merely in terms of a goal that is to be reached by a few, but in terms of an understanding of the capacity and attitudes of all boys and all girls that they may reach, not some hypothetical and remote objective, but that they may reach the best that is in them, and they have won their victory.

There is a second thing that our schools have to do in this postwar period. They have to enforce citizenship by securing some substitute for the cohesion of our fears. I have never seen the American public so united as it was within the first month after Pearl Harbor. Things did not make a great deal of difference, did they? As a matter of fact, we were frightened. I was in New York when that happened and I, along with the citizens, I suppose, certainly the visitors, expected to be bombed before I could run and hide beyond the Virginia mountains again.

Some historian has said, and I think there is an element of truth in it, that when Rome destroyed Carthage at the end of that long series of Punic Wars and then plowed the site of it and sowed salt, at that moment, Rome absolutely destroyed not Carthage, but herself. She removed the great external danger that had brought Rome her only unity, and her only effect—cohesions of action.

We shall win this victory. We are going to remove Germany and we are going to remove Japan from all the domains of potency for further damage. What shall we do to ourselves when that happens? Is it possible for us to develop some unity beyond the mere fear we have that sends us huddling energetically together to repel an external peril?

It was George Washington's brooding anxiety that I think is probably as much of our concern today as it was his, that the American nation would suffer most from the danger of factionalism. In his day I suppose we would say it was the factionalism of political philosophy and economic theorists; fifty years later it was factionalism of the sections. Today it is the factionalism of the pressure groups that really, unless my language is too blunt, want to exploit the whole people for that benefit of the segment of the people of which they happen to be members.

Education must develop that sense of unity and that sense of devotion for peacetime. It is a tremendous order; it is such a big order that I feel almost ridiculous in mentioning it. I understand that I labor under the indictment of generalities, and I have been convicted under the indictment, but as God is my judge, it must be done!

When I was a college boy, Professor William James wrote that great essay called "The Moral Equivalent of War." He said, you remember, horrible as war is, it develops certain traits in human nature that as yet no other agency has been able to evoke, and he mentioned them: courage and

obedience; and this fine phrase, contempt for softness; and this finest phrase, the capacity to sacrifice personal interest in behalf of a great cause. William James pleaded with society to develop the moral equivalent of war and died pleading with society to find an agency that would make men brave and make them hardy and make them obedient and make them able to reach that superb achievement of sacrificing their own interest for a great cause. Unless education does that, it will not be done.

Unless past our vocation alignment and past our community loyalties and past our economic committals we can bring some fundamental abiding loyalty to the welfare of that country as a whole, education has failed in almost its largest task. It must be done in this generation.

I wrote a manuscript. My third point was, and I want to change that third point, "Education must keep the custodianship of American ideals." I want to change that just a little bit. The bank is custodian of a few war bonds of mine; they are in a safety deposit box. I am not going to get them out if I can help it, and I hope to goodness they won't get them out! That is not what I mean. The American ideals yesterday were ponderous phrases on forgotten state papers; today they are the things men die for because life is not worth living without them.

What are they going to be tomorrow? Well, that depends on what education does about it. Education must get those things out and analyze them and clothe them in flesh, as it were; make them realities that move persuasively before young American eyes, or they will go back again into forgotten state papers.

What are the ideals of America? They are very simple things but what is behind them is of importance. No man, I think, could approach this without realizing the fundamental, really just, nature of our country. There was another Fourth of July, if you remember, when the great ferment of democracy reached the boiling point in the late eighteenth century. A popular and persuasive term was "the natural rights of man," as if they were certain inherences of nature. The mere fact that we reared up on our hind legs and acted in the other manner that denominated us as men gave us incontestably those privileges. That slogan ran almost around the civilized world.

So when Thomas Jefferson and his colleagues on this day and in this blessed state presented to the world its immortal charter of human hope, they wrote that very beautifully, "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

What are those simple rights? Are they the inherences of our nature? No. Are they the fruits even of our struggle? No, not quite. They are the investments of divinity, the final investments of divinity in human personnel and as such forever we must think of them. They are the longings sent here by God and thru those longings we rise up to Him. Liberty, justice, tolerance—the simple things that after all are the endowments of Almighty God in the frailty but the faith which makes up our little lives. When we

get a conception of American ideals in those terms, we realize then three things, which I shall not undertake to develop. Those ideals, first of all, must be wrought into character, not bragged about, not made the protection, even, for bizarre or unconventional attitude.

It must be wrought into the character of those little children that are there before you—into their sense of justice, their sense of tolerance, their understanding of liberty, and their appreciation of the rights that others have. All those molds by which a human personality establishes fitness for what? For, may we now say, direct deposits of heaven itself in our lives.

And if they are religious, there is something else that must be said about them. I think all the speakers who preceded me this evening lent this emphasis, which must be distributed to all the rest of the world.

Was that wonderful thing that Mr. Jefferson and his people said, "We hold these things to be self-evident that American people are created equal"? People of the Western Hemisphere are created equal; people who belong to my race, creed, church, or economic status or Virginians or what have you? Was that what he said? No! "*All men are created equal*" and from the point of view of the noblest altruism or from the point of view of self-interest, which Mrs. Hastings winsomely presented, it must be made evident to our children that no American child will be safe in the possession of these things until every child in the world is safe with them.

Gerald Johnson in that very engaging book, *American Heroes and Hero Worship*, quotes H. G. Wells to the effect that wars are fought because of the poor way in which history is taught.

Now, listen, you history teachers, I didn't say that! There is undoubtedly some indictment to be brought against somebody, because we find out too late what are the real significances of history. What would you say was the most important event in the 1930's, those turbulent, vivid years thru which all of us have come (except some of you ladies)? We had depressions; we had elections; we had arguments about curriculum; and we worked ourselves red in the face about a whole new vocabulary of education. We educators had a field day, up one side and down the other. I think what was the most important event of 1930 happened in September 1931, when a Jap plane passed across a city called Mukden and dropped a few bombs on some people there.

That was not most important because it was a new method of warfare of bombing out defenseless people. It was not even important because it gave Japan its first grip upon a great stretch of territory that later it was to extend. It was important because it was the first unchallenged aggression of the thirties and that aggression spread like a cancer until only the most vicious operation could save the body politic of the world. We didn't know it, but when that bomb fell there was an echo.

I remember perfectly well how we commented, "So sorry," but after all, it was just a few little yellow people. "Let's take up a collection; send them a little money to buy some new gingerbread, new furniture." We didn't hear the echo. It was just in the Mukden streets. Then the echo of that bomb began to spread. It came all the way over to Abyssinia, reverberated

in Barcelona, in Warsaw, then in Rotterdam, in London. It thundered around the world. Tonight the echo of that bomb that fell in Mukden is a strangely mingled noise and in that noise are the sobs of our own dying and wounded and the broken hearts of America because a bomb fell in Mukden. We didn't know that some day we would sit down and cry over a bomb that fell down in Mukden.

The world is so strongly and fearfully entangled now that no nation will ever be safe again until all nations are safe. These ideals of ours, which our school systems must enforce on every level of instruction and whatever be the direct purpose, have not only become the most precious things we have, but they have become the only things that really will save the world and will save us. That is the emphasis that the schoolteachers must stress. Sometimes I think there is nothing else even second in importance to it.

Our little destinies, our generation, are not of great consequence except to make citizenship valid for peace as well as war and to give to the world the ideals that grow up out of peace and enlarge and enrich peace and make this a safe place in which to live.

In my pessimistic moments, I sometimes go back and read the one writer who I think, more than any other writer, had the golden words of hope; more than any other artist, the skill to paint the landscape of the mighty and lovely expectation—Isaiah, the Prophet. In a simple verse, at one of the darkest moments of his country's history, he said,

And though the Lord give you the bread of
adversity and the water of affliction, yet
shall not thy teachers be removed.

Bitter has been the bread we have eaten and brackish is the water we drink today, but if our teachers stand firm in their faith as they have stood firm, we shall not fail and our hope will be fulfilled!

PROBLEMS THAT FACE US NOW AND WHEN PEACE COMES

MRS. EDITH B. JOYNES, PRESIDENT OF THE ASSOCIATION

Presented at Second Business Session, Representative Assembly. See page 169.

THIS, the eighty-second annual meeting of the National Education Association, is an occasion of historic significance. Twenty-six years ago in Pittsburgh, in July 1918, in this very room, the leaders of the National Education Association met to take stock of their efforts and to plan for better schools and a better profession.

The similarity in circumstances and problems then and now is striking indeed. Then, as now, the nation was at war. Then, as now, schools were *in the war* and *of the war*, with thrift and savings campaigns, salvage drives, war gardens, and a Boys' Working Reserve as the predecessors of our current war activities. Then, as on this occasion, it was a woman's voice which, in the president's message to the convention, sounded the rallying call to action. In 1918, as in 1944, the meetings were held during the first week

in July ending, in each case, on July 6. Even the following note on paper shortage, from the title page of the 1918 volume of *Addresses and Proceedings*, sounds annoyingly up to date. "This Volume of the *Proceedings* is reduced below the usual size to comply with United States government instructions."

In 1918, as in 1944, the demands of war had taken so heavy a toll from school efficiency that a crisis in education was at hand. Then, as now, only wise planning and vigorous, concerted action could save the schools from ruin. Then, as now, the leaders of this great Association, with strong faith and courageous purpose, met in Pittsburgh—aptly called the Nation's Armory—to form the plans and to outline the program of action which would alleviate or avert the impending disaster in public education.

The success with which *they* planned, who met here twenty-six years ago, stands before us today as a veritable "rainbow of promise" to inspire and challenge *us*. As we here exercise the responsibilities of leadership which have been entrusted to this Assembly, may *our* vision be fully as clear, *our* courage as strong, *our* dedication to childhood as sincere as theirs. With a steadfastness which is worthy of their example, let us attack the problems that are now before *us*, and, together, find the best possible solutions for them. We cannot do more; we dare not do less!

Purpose

As a report of my stewardship to this Assembly I should like to do three things: (1) call attention to five current problems in education which, in my opinion, are especially urgent; (2) review quite briefly a few of the outstanding achievements of the NEA during the past year; and (3) suggest, in the light of these problems and this record of achievement, a few of the steps which seem to me to be imperative for this Association. Before making that report, however, I want to thank all of you for your gracious hospitality, your generous encouragement, and your unfailing cooperation thruout the year. All that we have accomplished, we have wrought *together*. For the successes of the year, in which we rejoice, *you*, the members of this great Association, are chiefly responsible. By your many kindnesses you have printed the memory of this good year indelibly in my heart.

Problems

To this audience of veterans in the fight for better schools, both the number of battle fronts on which the conflict rages and the strength of our opposition are facts well known—facts regrettably clear thru many a first-hand encounter! You, who have toiled faithfully and fought valiantly to maintain school efficiency during this wartime period, scarcely need to be reminded that a crisis exists in education. To you, the wartime problems of the schools are personal problems—real; urgent; often baffling. Yet, tho you know your own wartime problems so well, allow me to suggest a few of the current trends and problems which, from a broad national point of view, seem to me to be especially significant, not only for the present, but also for the years immediately following the war.

Teacher Shortage

First of all, I would call attention to the critical shortage of well-qualified teachers which, as a national problem in education, is especially acute and which in all probability will continue well into the postwar years. The steady exodus of both men and women teachers to the nation's armed forces; the departure of equal or greater numbers to government, business, and industry; and the halving of civilian enrolments in teachers colleges have created a tragic shortage of competent teachers.

With every means at our disposal we must work individually and thru our professional organizations to counteract this menace. We must encourage good teachers to continue in their classrooms. More important, we must work unremittingly for salaries and working conditions which make it possible, and at least half way sensible, for good teachers to remain at their posts. A single illustration will indicate what I mean.

Only last week I was talking with a highly successful teacher in one of the country's outstanding high schools. For eleven years this man has been a teacher and counselor of boys in that high school. He has a master's degree in education plus considerable additional graduate work. He has been active in community affairs and in every way has made a success of his teaching career, which totals seventeen years' experience. But as soon as school closed this summer he left education to become the director of public relations for a large commercial concern.

Why? Didn't he like teaching? Oh, yes! He liked teaching very well indeed. It was only a "trifling consideration" that influenced his decision, namely, the fact that his salary on the new job *began* at exactly twice his teaching salary, which incidentally was at the maximum for his school. In such a case, what could one say? What would *you* have done?

Guidance, recruitment, and persuasion we must use, to be sure; but, most important of all, we must make it clear to the public that the *only* effective way to meet the critical shortage of teachers is to meet it with higher salaries and better working conditions.

Lifting Professional Standards

A second major problem which calls for vigorous and effective action is that of lifting professional standards. Into the nation's classrooms in recent months have come thousands of teachers with less professional training than would have been required in normal times and thousands for whom teaching is a temporary occupation. One cannot expect them to be deeply concerned about the problems of the organized profession. Cooperation with others in the interest of professional advancement lies entirely outside the range of their experience and interest.

Leaders in education, therefore, must work doubly hard on every phase of professional improvement. We must not allow our professional ceilings to be established at low levels under the clouds of war, but rather lift them higher than in prewar years.

Education for More People

The third problem to which I invite attention is the task which we have, both now and in the postwar period, of extending educational opportunities beyond the scope of the traditional school program. Extension of school opportunities downward to include nursery schools and kindergartens has been one of the widely felt influences of the war. In addition to such *downward* extensions, however, we must expect, and plan for, *upward* and *lateral* expansions in education which will bring several million additional pupils into the nation's classrooms.

In the first place, we have the unfinished task of extending elementary and high-school education to *all* boys and girls of school age. And let no one think that this has already been done! More than a million young men, physically fit and without dependents, have been kept from military service in this war because they were "functionally illiterate." What an indictment of our efforts at *universal* education! Moreover, rapid as the growth of high schools has been in recent years, Pearl Harbor found us a considerable distance short of the goal "high-school attendance by every boy and girl of high-school age."

We must expect, too, to lift the normal age for leaving school from sixteen to eighteen years—to continue secondary education thru the thirteenth and fourteenth years or thru that segment of school experience which we have called the junior-college period.

Likewise, we must provide educational opportunities for millions of adults, including young people who by the hundreds of thousands now are dropping out of school before graduation to lend a hand with war production. Also, there will be returning soldiers and mature workers displaced from war-time industries for whom further education is a first step in vocational rehabilitation and personal adjustment.

Surely, our programs of education, for the very young child, for youth, and for adults, must be quickly and greatly extended to meet the new conditions with which we are confronted. You and I as individuals, and the National Education Association as an organization, must give constructive leadership during this period of inevitable school growth.

Better Education

The fourth problem which I would emphasize on this occasion is that of making effective use of the lessons of the war—of improving school programs in the light of what the war has taught us. Altho it is not feasible here to discuss such lessons in detail, merely to mention a few of them will clarify the problem.

For example, the war has demonstrated once more the fact that our pre-war school health and physical education programs were woefully inadequate. This was not "news" to the leaders in education who had been working for the extension of health education and health services. But apparently it was a surprise to the general public. Ought we not, therefore, use this lesson from the war to strengthen our school health programs?

To this one illustration, each one of you could add many others—the value of vocational training, the efficacy of visual aids, the importance of motivation, the advantages of small classes, the need for great emphasis on citizenship education (including the obligations of world citizenship), the importance of thoro mastery of certain tools of learning, and many, many others. It is not my purpose here to underscore any particular lesson from the war, but rather to urge that *all such lessons* be recognized and used. Many have been brought to our attention so forcibly that even “he that runs may read.” Let us use these lessons fully in building tomorrow’s schools.

Equalizing Educational Opportunity

The fifth problem which I wish to stress is that of equalizing educational opportunity. We must bring an acceptable school program within the reach of every boy and girl in the United States. If ever there was cause for doubt that the kind of schools maintained in any given state is the concern of every other state, surely the circumstances of war have dispelled it.

In the quarter century since 1918 we have made notable progress. Let us not forget that we have taken long strides already by shifting the burden of school support from local school districts to county and state governments. We must continue to work for such changes wherever effective state equalization has not yet been achieved.

But altho we take pride in these gains, they must not blind us to the next imperative step, namely, reasonable participation by the federal government in the support of public education. On the proposition that only thru federal aid can satisfactory schools ever be made available in all the states there is all but unanimous agreement. The differences of opinion, which so far have blocked the movement, have arisen over the form, the amount, and the administration of the funds.

Some have despaired that federal aid will ever come. But I say to you that such a position is unthinkable. Federal aid *has* been granted, *is* being granted, and *will* be granted. The question is not, “Shall we have federal aid?” but, “*What kind* of federal aid shall we have?” Shall it be participation of the federal government, thru established school channels, in the equalization of educational opportunities? Or, are we to have a series of competing, thoroly bureaucratic, federal school projects? This, my friends, is the alternative. To those who say that we tried and lost the battle, let us hurl back the immortal challenge, “We have just begun to fight.”

Achievements

During the past twelve months the National Education Association has made an effective attack on the five problems I have named and others. As evidence of this fact, we need only a brief look at the record.

Growth of the Association

First, let me call attention to the healthy growth of the Association—the largest increase in membership ever attained in any one year. Oregon has introduced reciprocal state and national memberships and several other

states are moving definitely toward that plan. This achievement, plus the successful completion of the War and Peace Fund campaign in twenty states, the substantial meeting of membership quotas in twenty-two states, and an over-all current roster of 272,000 members, is convincing proof of an alert leadership thruout the nation and of the vitality of the Association's program.

Campaign for Federal Aid

During the year, the campaign for federal aid for general public education has been vigorously pushed. Hearings were held on Senate Bill S. 637 and, altho favorable action was not obtained on the bill, it was debated at length on the floor of the Senate—the first such debate in sixty years. This, in itself, was an achievement. Since that time, work has been done to promote both S. 637 and its companion bill H. R. 2849. Postal cards were sent to each of the 272,000 members of the NEA asking them to get their congressman to sign the Discharge Motion No. 12 so that H.R. 2849 may be debated and voted on in the House at an early date. Have you written or seen your congressman? If not, do so at once and ask laymen in your district to do it also.

In the headquarters staff a new division has been created—the Legislative and Federal Relations Division—to coordinate and supplement the legislative activities of the Defense Commission, Research Division, and other staff units. Mention should be made of several important conferences held with lay leaders; of letters of endorsement obtained from key people; of the efforts made to insert an educational plank into the 1944 platforms of both major parties; and of the successful work of the Association in stimulating a poll of public opinion on federal aid by the National Opinion Research Center of the University of Denver.

Other Federal Interests

In addition, in the field of legislative activity we have continued to study and wherever possible to use influence with government departments and agencies concerned with social security, manpower, selective service, taxation, wage stabilization, and so on. The Association was represented at eight congressional hearings other than that on S. 637—hearings pertaining to juvenile delinquency, war surplus commodities, child care, military training, the High School Victory Corps, school lunches, the subsidy program in relation to white-collar workers, and the price ceilings of OPA.

International Relations in Education

During the year the Educational Policies Commission has assumed leadership in the Association's program to obtain a hearing for education at the peace table. Nearly 100,000 copies of the basic document *Education and the People's Peace* have been distributed. The Association participated actively in a number of conferences, notably those at Harpers Ferry and at Hood College. Thru the Liaison Committee for International Education, the Committee on International Relations, and a number of regular staff projects the Association is moving forward in this area.

Salary Improvement

In the field of salary improvement, the Association sent an open letter to 500,000 schoolboard members, editors, and other lay leaders urging immediate increases in salaries to keep pace with living costs. In the usual way specific help was given by the Association to more than four hundred school systems with the revision of salary schedules.

Defense Activities

In the field of defense activities, mention should be made of the Defense Commission's survey of administrative relationships in the New York City schools. Also, thru the Defense Commission, the Association has brought effective help in several cases where the rights of teachers were threatened or denied.

Teacher Supply

An intensive campaign to reduce teacher turnover and to recruit competent new teachers has been carried out thru the *Journal* of the NEA, thru the wide distribution of posters and leaflets, and thru the most successful cooperation ever achieved between the Association and the nation's commercial advertisers. The War Advertising Council and the Office of War Information have been especially helpful in this program of building goodwill toward the profession and the schools.

Safety Commission

A new commission has been created during the year, the National Commission on Safety Education. Altho financed entirely by the Automotive Safety Foundation, its work will be directed, without interference, by the carefully selected representative Commission members who have been chosen for that responsibility. Already, a constructive program has been initiated.

Regular Activities

Since, in this brief review, I have mentioned both the creation of a new commission and the establishment of a new division in the headquarters staff, let me take this opportunity to pay tribute to the consistent, all-year programs of our well-known, well-established departments, committees, and staff divisions. Their long-term programs have been intelligently adapted and efficiently carried out. The Association's program of publication, research, information service, public relations, field work, consultation, and general professional leadership provides the backlog of sound achievement against which its newer and sometimes more spectacular activities must always be viewed.

A Year of Sound Accomplishment

Surely, even this brief recital of the year's achievements must lead you to agree with me that this has been a good year—a year when problems have been faced with realism, courage, and ability; a year when the Association has exerted a constructive influence for better schools and a nobler profession.

Next Steps

As your Executive Committee, during the year, has met with problems such as I have here outlined, and as it has set the performance of the Association over against its opportunities and responsibilities, your officers have come to see with increasing clarity some of the next steps along the road ahead. The issues which I am about to raise originated from group discussion in the Executive Committee of your Association. Each issue or proposal is one that I regard as of critical and immediate importance to the welfare of this Association. Each issue will come before you for decision at tomorrow's Assembly. May your action at that time be fair-minded, unselfish, and altogether wise.

Reorganization of Standing Committees

The first issue: In addition to the committees concerned with convention business—Auditing, Budget, Bylaws and Rules, Credentials, Elections, Necrology, and Resolutions—the NEA now has nine *standing* committees. Thoro study of the work and function of these committees leads your Executive Committee to recommend that this number be reduced. In some cases there are overlapping functions; in others, the committees have substantially completed the work for which they were created. It is for the Representative Assembly to determine the exact form which this reorganization of committees should take. However, it is the specific recommendation of your Executive Committee that:

1. The Committee on Academic Freedom be consolidated with the Committee on Tenure, the new committee to be known as the Committee on Tenure and Academic Freedom
2. The Committees on Cooperatives and Equal Opportunity be discontinued
3. The name of the Committee on New Voter Preparation and Recognition be changed to Citizenship Committee
4. The Commission on Professional Ethics, authorized by the Representative Assembly in 1941, be changed to a standing Committee on Professional Ethics.

It is further recommended that each standing committee shall consist of five members, who serve on a rotating basis for three-year terms and are eligible to succeed themselves not more than once. Appointments to these committees should be made by the president of the Association *during the month of July* to assure time for the development of a constructive program.

It is recommended that sufficient money be appropriated to make the work of each committee of real value to the profession. Each committee should have a direct liaison relationship, either with the Secretary's Office or with some other division in the headquarters staff. A meeting of each standing committee should be arranged between September 1 and October 15 in order that a full year's program may be effectively launched and carried out. Research, clerical work, and editorial assistance should be carried out for each committee, as needs arise, thru the established divisions or units of the headquarters staff.

The Executive Committee recommends that the traditional advisory committee, heretofore appointive, be discontinued, and that in its stead there shall be nationwide advisory committees consisting of the chairmen of com-

mittees in the same or similar fields from every state and local affiliated association.

Standardization of Joint Committees

A second proposal: Looking into the work of the joint committees of the NEA and other organizations, we do not recommend the discontinuance of any of the five committees now jointly maintained, but we do recommend the further standardization of such committees. Specifically, your Executive Committee urges that, if agreeable to the cooperating organizations, all joint committees should consist of ten members, five representing the NEA and five the other organization. Members should be appointed by the president, one each year, on a rotating basis for five-year terms, and should not be eligible to succeed themselves. Each committee should be free to choose its own chairman.

If adopted, these proposals would apply to our joint committees with the American Legion, American Library Association, American Medical Association, American Teachers Association, and the National Congress of Parents and Teachers.

Councils and Commissions

The Educational Policies Commission as now constituted will end December 31, 1944. Your Executive Committee recommends that it be continued.

The functions and activities of the Legislative and Defense Commissions need no description here. It is recommended that each commission should consist of seven members, appointed, on a rotating basis for three-year terms, by the Executive Committee of the Association. We recommend further that a nationwide advisory committee be created in each of these fields, consisting, as in the case of standing committees, of all chairmen of similar committees from affiliated state and local associations. These advisory groups should greatly strengthen the work of the Association in legislative and defense activities.

No change in the status of the National Council on Teacher Retirement seems necessary at this time.

Departmental Relationships

A third segment of Association work which we believe should be strengthened is that of departmental relationships. The Executive Committee should be encouraged to negotiate with strong national associations, where there would be mutual advantage in having them as departments of the NEA. Especially when strong national organizations exist in fields paralleling NEA departments, efforts should be made to effect consolidations with the competing groups. The Executive Committee should be empowered to make three-year agreements which are mutually beneficial with all such organizations wishing to become departments.

Increase of Dues

Fourth: In Indianapolis last year the Representative Assembly instructed the Executive Committee to draft and submit an amendment to the NEA

bylaws which would provide for an increase in NEA dues. Your Executive Committee has carefully explored this problem and has prepared a bylaw amendment which you will be asked to consider, and either to approve or to reject. Briefly, the amendment provides that NEA dues be increased from \$2 to \$3, effective, *not during the coming year*, but beginning with the year 1945-46.

As you weigh this proposal you should keep in mind the same essential facts which were before the Executive Committee in its deliberations. May I review them briefly?

The Association spent for the year just closed a little over \$600,000. This, in the abstract, seems like a large sum. But measure it against the shortages in educational opportunity which still exist in this broad land! Measure it against the professional battles which must be fought in behalf of a million teachers! By these standards it is a miserly investment in our professional future—a sum too small to cope with the urgent problems that demand attention.

The NEA has not raised its dues since they were fixed at \$2 in 1875, when the average annual salary of teachers in the United States was \$195 instead of \$1550. If NEA dues were increased to \$5 (instead of \$3), this would still be relatively lower in terms of present salaries than the \$2 dues paid by the average teacher in 1916. Moreover, because of the difference in purchasing power, \$3 at the present time is merely the equivalent of \$2 in 1916.

But more important today are the demands which the Association is facing—the work which should be done, but will be done only in proportion to the financial resources that are available. Please keep in mind the fact that the Association's responsibilities increase as membership increases. Any substantial growth in membership calls not only for a larger program of publication and mailing, but for an expansion in every type of service which the Association renders. New interests come to the forefront; new areas of work are introduced; new relationships must be developed and maintained.

When additional funds become available, their use will be determined by the Representative Assembly, the Board of Directors, the Executive Committee, and the Budget Committee, as provided in our bylaws.

Let me suggest, however, some of the types of work which might well be strengthened, if additional funds were forthcoming:

1. Enlargement and further improvement of the *NEA Journal* which, in spite of the present crucial situation in education, is now smaller than it was during the 1920's.

2. Expansion of the NEA research program. Perhaps you are not aware of the fact that the Research Division, in spite of the increased responsibilities and demands which come to it in wartime, and in spite of its growing obligations as new NEA departments and committees are established, is operating with six fewer employees than the Division had in 1941—a reduction of 25 percent.

3. All committees and commissions of the NEA should be financed well enough to carry on vigorous and effective work. And what can any committee do if its expenditures must be restricted to \$250 to \$500 a year?

4. Additional field work might well be carried out if funds permitted. Calls for such work far outrun the field service which can be given by the officers and present staff, in view of other necessary duties.

5. The Association's contingent fund should be increased considerably, so that the secretary and officers of the Association during any year will be prepared to meet any emergency problem that may arise. Without such a reserve, the Association often must delay action or remain completely inactive, simply because its entire resources for the year have been committed, thru the budget, to other purposes.

6. Finally, it is my opinion, after a year's observation of the Association's all-year activities, that nearly all phases of NEA service are operating under a fixed ceiling of financial support that is too low. We could and should do more in the field of public relations, in rural education, in the area of teacher defense, in teacher preparation, in curriculum development, in cultivating professional relationships, and in many other areas. In the last analysis, the efficiency of the Association will be gauged quite accurately by the amount of financial support which it receives from us.

Urgent problems face our Association, our profession, and our nation. We are submitting for your earnest consideration a bylaw amendment to increase NEA dues, because we believe that a larger annual budget is indispensable if our Association is to meet the challenge of the times.

Your study, your decision, your vote on this important question may be a determining factor as to the future of the National Education Association for the next quarter of a century.

Five-Year Program of Expansion and Unification

The final recommendation which I have to propose relates to a five-year program of expansion and unification. Your Executive Committee feels that the time has come for teachers to organize themselves into *one* united education association, and that this can and should be done thru a planned evolution extending over a period of five years. The five-year program calls for a membership goal of 800,000.

We recommend, therefore, that the Executive Committee be authorized to fix annual membership quotas for all the states and encourage the voluntary adoption of these quotas by the executive committee or board of directors of each state education association. This recommendation includes the proposal that quotas be established by formulas which have been published in the *NEA Journal* and *Leaders Letters*.

A second, and highly important, feature of the five-year program is the proposal that state and local associations be encouraged to adopt a plan of unified local, state, and national membership. It is proposed that steps be taken to introduce this arrangement in approximately one-fifth of the states each year.

The third recommendation pertaining to the five-year program has to do with its implementation. We recommend that the NEA Executive Committee should become more active and assume greater responsibility for the affairs of the Association and should meet every two months.

Conclusion

This, my friends, is the pathway, and these the immediate next steps which I recommend for the National Education Association. My self-

imposed task today has not been easy. The problems we face now and when peace comes are so numerous and so complex that merely to outline them is a hazardous undertaking. We shall never solve our problems, however, until we face them realistically, no matter how numerous or how complex they are. My presentation of certain problems has had to be brief and somewhat hurried. I trust, however, the issues have been sharply drawn.

Five problems have been laid before you, problems which should challenge our best professional efforts not only today but in the early postwar era. May I repeat them:

1. Overcoming a critical shortage of qualified teachers
2. Lifting professional standards, or raising professional ceilings
3. Providing education for more people—for students above, below, and outside the traditional school program
4. Using the lessons of the war to improve the quality of school programs
5. Extending educational opportunities to all children thru adequate federal support for public schools.

In a quick, thumbnail sketch of NEA activities during the past year, I have shown how such problems as these have been and are being attacked. I shall be gratified if that sketch gave you merely a glimpse of the all-year program of the NEA.

Finally, I have set before you six immediate, practical issues which must be decided in tomorrow's Assembly. What will you do with them?

1. Shall we reorganize the standing committees of this Association, eliminating those that are nonessential and strengthening those that remain? Shall we establish functional advisory committees instead of those that are largely (if not wholly) "honorary" in character?
2. Shall we standardize and clarify the functions and relationships of the Association's joint committees?
3. Shall the Executive Committee be authorized and encouraged to seek out and negotiate with new departments?
4. Shall we increase the dues for NEA membership, beginning in 1945-46, from \$2 to \$3?
5. Shall we adopt for this Association a five-year program of expansion and unification in keeping with its responsibilities and worthy of the profession we cherish?

A year ago, at Indianapolis, the Representative Assembly called for a program of courageous action. Your officers pledged such a program and, thru the year, have attempted to fulfil that promise. We return now with a program which requires *your* consideration and *your* action. Are you ready for that challenge? Are you ready to make the same kind of bold decisions which were made in this very room twenty-six years ago?

If you are, the next quarter century will witness a professional development no less startling than that which has come about since the Pittsburgh convention of 1918, which closed a significant year of achievement under the leadership of President Mary C. C. Bradford and Executive Secretary James W. Crabtree, and laid the foundations for a period of unprecedented growth. May each of us feel that, as Mrs. Bradford phrased it that earlier war year, "Today this Association stands upon the Mount of Vision, led to the summit by the red hand of War." And as we stand on that Mount of Vision, today, surveying a promised land of professional unity, may we

have both the faith and the courage to go in and possess it. Fellow teachers, I salute you! Yours is the opportunity to become the supreme builders of a unified profession.

ONE PROFESSION NOW

M. P. MOE, EXECUTIVE SECRETARY, MONTANA EDUCATION
ASSOCIATION, HELENA, MONT.

Presented at Second Business Session, Representative Assembly. See page 169.

AFTER LISTENING to the challenge that has been placed before you by our president, I believe more firmly than ever that we must have "One Profession Now" in order to accomplish it. I thoroly believe in that title and I believe that each one of these three words should receive equal emphasis—*one profession now*.

One—Because a million intelligent and highly trained educators strategically distributed thruout every community in our land, working as *one* unit, have unlimited possibilities. We have the opportunity of influencing not only the leaders but the followers in every group of people—thru the children in your classroom, thru school programs, thru programs before service organizations, thru your school or local paper, thru releases of any kind, thru conferences on school problems with leaders in all groups, and last, but not least, thru individual contacts and friendly relationships with all people of the community. But, let us be *one* in purpose and program so that one group does not nullify the good work of another.

One profession—Let us be a professional organization. Our educational viewpoint must not be narrowed down to that of one of the many groups we serve. We must not allow one group to unduly influence our purpose and program as against any other group—whether that influence be for or against the best interests of the laborer, manufacturer, banker, lawyer, farmer, doctor, or homemaker.

Our purpose and program must be for the best interest of all the individuals, of all groups as members of one great democratic society.

It is my belief, after thirty years of experience as a public servant, including organizational work in the fields of education, labor, agriculture, taxation, politics, service, fraternity, and religion, that our purpose can best be served by one united group, or *one profession*.

There are those among us who advocate uniting with some one strong group in order to accomplish our purpose. If we should unite with labor, which group? The AF of L, the CIO, or John L. Lewis? If we should unite with farmers, which group? The Farmers Union, the National Grange, or the American Farm Bureau? If we should unite with business, which group? Chambers of commerce, National Association of Manufacturers, or the American Bankers Association? If we should unite with the professionals, which group? The American Medical Association, the American Bar Association, or the National Association of Engineers?

I do not wish to convey the idea that we should not belong to any other organization. On the contrary, I recommend that every one of you belong

to at least one other group and as many more as time and money permit. What I do wish to convey is that we must all belong to one professional organization where all our programs are formulated on the basis of unity of purpose. Then we should by all means work with and thru as many other organizations as possible.

Let me illustrate my point by citing my own personal experience. I am a member of twelve organizations, paying total annual dues of \$145.50. I believe that I must belong to these organizations in order to do my job in the field of education. Eight of these are outside of the field of education with dues averaging \$14.25 as compared to four educational organizations with dues averaging \$5.63.

Let me illustrate further. In 1929 I became a charter member of Montanans Incorporated, an organization which had for its purpose the development of Montana. Education, as an important institution of the state, should be considered in any program of development. Later this organization became the state chamber of commerce. In fifteen years I have contributed in dues a total of \$150. Until the fourteenth year, September 1943, no visible results came from such contacts. But today, thru its president, we are getting active support, and membership has proved its worth both in time and money spent.

This *one profession* must be on a national scale and no other organization is better qualified to represent our profession than our own National Education Association.

The NEA has served us well for eighty-seven years. It has a membership of nearly 275,000, which number should be immediately tripled. It has a fine home office, well located, with fine established contacts. With an adequate membership and budget, it could be properly equipped and staffed and could then render for us the service that we desire. No other organization furnishes such an excellent opportunity to become the *one professional organization*.

However, the NEA could only represent us on the national level. Each state and territory must likewise have *one professional organization* on the local level. We have in most of our states adopted a plan of local units. In some there is absolute unity between the local and state units, so that when one joins the state or local, he automatically becomes a member of both.

Some are still ultra-democratic and have no legal unity even between local and state. Only voluntary affiliation or entire separation of membership exists.

It is time that this haphazard, indefinite, cumbersome, expensive, and ineffective plan be replaced by a definite and positive unity; combining membership so that when one joins the local, he by so doing becomes a member of all three—the local, the state, and the national—and pays one dues which will be divided among the three as provided by rules and regulations or constitutional provisions.

Likewise must our functional program be united on a local, state, and national basis with a proper division of responsibility and authority so that

the local will determine the community program, the state the program on the state level, and the national the program on the national and international level. Yet we must protect our democratic way of action by making the local the unit in which the process of formulating policies has its beginning.

The delegates from the locals to the state will determine the statewide policies and program, and the delegates from the states will determine the policies and program of the national. Once these policies and programs have been determined, action must be directed by the national on the national and international levels with full support from the state and local levels.

Action on the state level must be directed by the state organization supported by the national and local. Action on the local level must be directed by the local organization, supported by both state and national groups.

You will note that I am recommending one professional organization closely tied together in membership, financing, and functioning. Yet the method of policy and program formation will originate in the individual, thru the local, and continue on to the state and to the national. When once determined, such policies and programs must be sponsored by the unit best situated to do the job, with the support of the other two. Like all organizations, both political and private, the state must be the pivotal unit.

When should such a *one professional organization* be adopted? The answer is, *now*. Why wait? The most dangerous policy is, "Let's do it tomorrow." The saddest of all reflections is "It might have been," or, let us not be caught with "Too little, too late." We should act at the earliest possible time because we are today facing the most important period in the history of education; because we are facing the most serious problems in education; because we have the greatest opportunity to go forward that we have ever had; because only by united effort *on* all levels and by united effort *of* all levels can we accomplish our purpose.

How can this be done? And when? Oregon, Washington, and Montana, as well as other states, have pointed the way. Oregon has adopted an all-inclusive membership plan. Educators in Oregon join their local by paying .5 percent of the annual salary in dues, which includes membership in the local, state, and national. Washington and Montana, being constitutionalists, are proposing amendments to make membership all-inclusive, such proposal to be voted upon at the next Delegate Assembly in November 1944 and March 1945, respectively.

When such membership becomes all-inclusive, the matter of unity in establishing policies and programs and of action will not be difficult. We believe that the machinery already set up in our locals, states, and the national will function. Any changes needed can be readily taken care of by the assemblies of our state and national associations.

Let me summarize:

1. *One organization*—Only in unity is there strength. Only by oneness or solidarity of purpose and action can we be convincing. Only by the efficiency brought about by unity and solidarity can we get results.

2. *Professional organization*—Professionally, we serve every individual

in every walk of life. By such an organization we shall gain the confidence and support of leaders and followers in every walk of life.

Such an organization does not preclude membership in other organizations, but enhances the value of such membership by making it possible to present a broad and united purpose and program to members of that organization. It eliminates the handicaps of single affiliation and gains the benefits of united membership. It defeats the purpose of those who would "divide and conquer."

3. *Now*—If we fail to unite for effective and efficient planning and action now, either that planning and action will *not* be done or it will be done *for* us by those who may not be intelligently prepared to formulate a democratic purpose and program such as we, with our intimate knowledge and contact with the problems, know is necessary in order to preserve our democratic way of life for which our lads are fighting, bleeding, or dying.

Let us not procrastinate but take steps to form *one professional organization now*, adequately financed and functionally effective.

HOW CAN TEACHERS BE PROFESSIONAL?

MABEL STUDEBAKER, PRESIDENT, DEPARTMENT OF CLASSROOM TEACHERS OF THE NEA; AND TEACHER, GRIDLEY JUNIOR HIGH SCHOOL, ERIE, PA.

Presented at Second Business Session, Representative Assembly. See page 169.

A TEACHER was trying to teach a class of primary children in a foreign language group the days of the week and the meaning of the words, "yesterday," "today," and "tomorrow." After some discussion, she asked the question, "Which day is today?" Many hands were raised. She called upon one eager lad who answered with great assurance, "Today is yesterday." Perhaps he spoke more truly than we realize.

Today is yesterday. It is the sum of the ideas and actions of the past. How often we hear people say, "I might have been." That is a sad commentary on the lack of planning, which is so necessary today. Also, since today is yesterday, it is our responsibility to see that its plans and actions are such that, when tomorrow arrives, we have no regrets.

People enjoy the right to criticize. Destructive criticism is very easy to give. It relieves the giver, it may destroy the beginnings of good work for others, and it produces nothing.

Constructive criticism is difficult to administer, but it can be truly effective in promoting a program.

Worry is a corrosive element which is destructive. If the cause of worry is something which you personally cannot change, it accomplishes nothing. If the cause of worry is a situation you can change, it is much better to spend energy in attempting to change it.

Let us consider "How Can Teachers Be Professional?" with these ideas:

1. Today is the result of the past
2. The future depends upon today as well as the past
3. Destructive criticism is sterile to produce
4. Constructive criticism is vital for progress
5. Action is psychologically healthy while worry is unhealthy.

Life is worthwhile today because we believe that the world as a whole is improving thru the centuries. We have faith and hope, so individuals will struggle with the most adverse conditions, knowing, tho individually the situation may be hopeless, that individual struggle plus the struggle of other individuals will eventually bring the desired changes and improvements. Men who are living and fighting in all parts of the world do so in order that the world may become better for those who are left to enjoy it. If there were not such faith and hope for a better world, teaching would be a discouraging task.

One word used here is the core of professionalism as I see it—the word, “plus.” Alone, the very things for which we struggle may be hopeless. Enough teachers having the same objectives and working together may revolutionize the whole educational background of a generation.

The choice of two philosophies has been considered by the world governments for many years. Either each individual is important and individuals cooperate to accomplish their ends by being alert and informed, or a few individuals use others to accomplish the objectives of the few. When we have benevolent despots the latter may seem the easier and more efficient way.

If that is our philosophy, we are in a business today that we should quickly leave. Public education has no such philosophy because we want equal opportunity for each child in order that he may develop to the full measure of his ability, regardless of race, creed, or geographical location.

If teachers are able to help in this development, each must have had experience and growth in his own field. Today we use the advice of experts in every phase of life. It is one characteristic of humans that we profit by the experience of others. We have made technical progress beyond any conception of those who lived a century ago. It is in the field of human relationships that we are so negligent. It is the privilege of the teacher to help plan improvements in this field. Since our hope is based upon cooperation and growth, we organize to more efficiently accomplish our ends.

Is a teacher professional who does not join in any such organization or cooperative venture? Naturally my answer is prejudiced by experience. I have seen the improvements made by these organizations. I have benefited by them and, therefore, feel one must *at least belong* to show support and acknowledge a personal debt to the group.

To understand the advancement, one can choose a time long past and compare it with the present and note the great progress. Another way to observe progress is to compare the standards of the profession in communities where an organization has been effectively at work and communities where each individual is still working alone.

Since this is a national meeting and each type of community may be chosen from those represented here, it is only courteous to give no concrete example.

Is belonging to such an organization enough? No. The organization is able to work effectively only as its individual members understand and

approve the policies and aid in the activities necessary to see that those policies are implemented. It is so much easier to establish a code than it is to follow it.

A small boy and his father were walking along a street in a city and saw at the end of it a beautiful church. The child said, "We have come to the end of the street; we can go no farther." They walked along and found that the street encircled the church, the road turning to the right, so they proceeded on their way discussing the beautiful building.

How typical that is; the obstacle viewed from a distance seems to mark the end of endeavor. When it does not stop action, and there is a way around it, experience has been enriched by the very same object that seemed to block the path.

Thus it is in organization. We learn by doing. The participation of many will develop interest and responsibility. Committee work is the beginning of active participation. Here is the opportunity to judge the contribution of the individual and to have evolve from group action the best thinking of all. Since each person on a committee has something to contribute, the first step in advancement of the whole problem has been taken. Some individuals offer excuses at this point—"I haven't time"; "I don't know enough"; "I think someone else can do better." It has been found that people find time for those matters that they consider of vital concern. They learn by doing, and if they have been chosen, there is a reason why the persons whom they say will do better have not been asked instead. If only the experienced are asked to serve each time, we are returning to the idea of the few, which we wish to avoid.

Education is our vocation and it has first call upon our time to aid in its improvement. Therefore, no committee assignment is too menial for any one of us to accept.

The future depends to such an extent upon the action of today that what we do ourselves is not enough. We must be alert to urge those who have the personality and the ability to be good teachers to enter the profession. When they have started in their first positions, it is our duty as experienced teachers to help them.

As members of a profession we must work together to raise the standards of that profession. The standards for entrance and the standards for those already in the service must be improved. Organizations can lead the way in establishing minimum standards and work for legislation that will attract the type of person needed in education. The laborer is worthy of his hire so that teacher welfare laws such as minimum-salary legislation, retirement, tenure, sick leave, and sabbatical leave, all are helping to raise the standards for the profession. These are achieved only when teachers work together. If you enjoy these benefits in your state, it is because in the past they have been planned and obtained by group action. You owe your allegiance to such organizations.

Teachers are in the schools. It is the privilege and duty of the teacher to be the interpreter of the schools to the community. Here is a particular,

specific task where destructive criticism has no place. The teacher has daily contact with the students, who in another decade will be the voters of the community to determine the personnel of schoolboards and decide upon the financial support of schools. It is the teacher's professional obligation to have those students realize the necessity of good schools and the reasons why schools should be improved constantly and supported adequately.

A teacher should recognize and perform all the duties of citizenship. A teacher's life should show that education makes people better citizens.

At a recent conference, one speaker listed the qualifications for certain government appointments and added one I should like to include for teachers, "She must not be obnoxious."

No officers or staff alone can do the things which make teachers professional. They may plan them, they may suggest them, they may present research material to implement their attainment, but every teacher who wants to be professional must do it personally. It is one growth that must be motivated from within, tho it may be stimulated, started, directed, and evaluated by organizations.

Thus we find the professional growth of teachers is, as all educational problems are, the action of the individual, coordinated and aided by organizations. Neither alone is effective. Let us have more teachers participating in local, state, and national professional organizations to the end that the standards and conditions of education be constantly improved.

REPORT OF THE WAR AND PEACE FUND

JOY ELMER MORGAN, DIRECTOR, WAR AND PEACE FUND CAMPAIGN; AND
EDITOR, "JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION"

Presented at Second Business Session, Representative Assembly. See page 169.

AS I CONTEMPLATE the confused and bleeding world in which we live, I think of the two brothers who were going home from Sunday school after a lesson on the devil. Finally the younger simplified it by saying, "Aw, it's like Santa Claus—he's your own dad!"

Most of the difficulties that beset us in this troubled world are of our own making, the product of our own lack of intelligence, our lack of vision, our failure to act, our failure to do the constructive planning, and our failure to do the work that is necessary to maintain an orderly world.

The teachers of America during the past year have risen to a great challenge. Only fifteen months have passed since the War and Peace Fund campaign got under way. But during those fifteen months, our profession has undergone an awakening of far-reaching significance. We can see now what a tragic mistake it would have been had our leaders failed to take the difficult course and to go forward in the face of every obstacle—and there were plenty of obstacles.

There were those who thought that the campaign would not raise its own expenses and that we would find ourselves behind rather than ahead financially. That reminds me of the story of the preacher with one sermon

which was entitled, "Why Are We Here?" He was one day called upon to preach before the inmates of an insane asylum. When he arose and announced his subject, "Why Are We Here?" one of the patients in the back of the room got up and shouted, "Brother, I can tell you why we are here. We are here because we are not all there!"

That is the way some of our people felt in the early War and Peace Fund meetings. There were others who thought that only people on larger salaries would contribute. In fact, the great bulk of the fund has been given by unknown teachers on small salaries in a large number of gifts of \$1 or \$2 each.

There were others who felt that the War and Peace Fund campaign would interfere with NEA membership enrolment. The exact opposite has proved to be true. Without the leavening influence of the War and Peace Fund campaign of education there might have been a loss in membership.

Let's look at the campaign itself. The NEA Executive Committee at its meeting in Chicago, February 27-28, 1943, impressed with the deepening crisis in education and the lack of resources with which to meet it, voted to conduct a campaign to help raise funds to carry on the Association's war and peace program. A committee was appointed, including able men and women representing every branch of the profession and every part of the country. This committee, working under the chairmanship of that courageous and distinguished veteran of our profession, George D. Strayer, met in Washington, D. C., on March 20-21, 1943, and set up plans for a campaign to raise \$600,000—one-third to go to the state associations and two-thirds to the national Association. The national fund was to be used for three things:

1. To help the schools of America play a more vigorous and effective role in hastening the winning of the war.
2. To assure the educational profession a more powerful voice in making and keeping the peace.
3. To conserve the interests and welfare of girls and boys and the schools in the midst of the stress and strain of the war and the competing demands of the postwar days.

A campaign staff was appointed with your speaker as director and four associate directors:

Hilda Maehling, executive secretary, Department of Classroom Teachers

Eva G. Pinkston, executive secretary, Department of Elementary School Principals

Paul E. Elicker, executive secretary, National Association of Secondary-School Principals

S. D. Shankland, executive secretary, American Association of School Administrators

Literature was developed setting forth the purposes and plans of the campaign. A Director's Letter was issued from time to time to some 800 leaders.

Ten regional conferences were held during April and May in Atlanta, Washington, D. C., Columbus, Philadelphia, Boston, Minneapolis, Spokane,

San Francisco, Dallas, and Kansas City. These conferences were conducted by Executive Secretaries Willard E. Givens and S. D. Shankland, with the help of members of the War and Peace Fund Committee and other members of the staff. They were attended by leaders from every state in the Union except one. Quite aside from their purpose in connection with the War and Peace Fund, they were more than worthwhile in themselves as a means of giving our leaders a better understanding of the crisis which faces our country and our profession.

It is hard to realize in the light of what has happened during the past fifteen months how difficult the early weeks of the campaign were and how many doubts there were to overcome. We owe a great deal to the states that led off with a quick start and began to make records. The achievements made in Georgia, West Virginia, Maine, District of Columbia, and Delaware, where the campaign first got under way, were a great inspiration to the other states whose campaigns came later. The regional conferences in parts of the country came so late in the school year that state leaders felt it desirable to delay the campaign until the fall.

But in spite of the late start, by the time of the Indianapolis convention, the NEA had received a total in cash of \$145,066.88. This *included* money to be refunded to the states on their one-third. We are now able to report a total *net* cash received and retained by the NEA amounting to over \$285,000 *exclusive* of money which has been refunded to the states on their one-third. In other words, taking into account money raised but not yet sent to the NEA, approximately three-fourths of the \$400,000 national quota has been raised. We are using the *national quota* as a basis of comparison because the various states have differed in their handling of their one-third. Eleven states have preferred to give all funds raised beyond expenses to the NEA; eight other states have preferred to give the NEA its entire share of the quota, even tho the state might receive less than its one-third.

At this time twenty-eight states, including the District of Columbia and Hawaii, have completed their final settlements and have turned in more than \$27,000 *beyond* the national share of their quotas. The District of Columbia, Maine, and Washington have turned in more than double their quotas. Two states have guaranteed the national share of their quotas. A number of other states have turned in more than three-fourths of their quotas and only five have turned in less than one-half.

Excellent reports are coming in from War and Peace Fund campaigns in states which have not reached their quotas, indicating that they are planning to continue their campaigns next year or until their quotas have been raised. This attitude of sticking to the job until it is finished means much to the future of our profession. It is highly significant that every state except one which reached or exceeded its NEA membership quota falls in the group of states which went over the top in the War and Peace Fund campaign. These two-star states will receive special recognition before this assembly on Thursday evening.

We have published in Directors Letter 28 a facsimile of the original call

that led to the formation of our National Association. It is signed by the presidents of ten great state associations. How proud those associations must be of the fruits of their pioneering. Likewise, how proud our two-star states may well be that they have led the way toward a new day in professional organization.

I wish to extend my personal thanks to all who have helped to make this campaign a success:

To the members of the War and Peace Fund Committee for their inspiring leadership

To my colleagues on the headquarters staff for their faithful cooperation

To our NEA state directors for their unfailing help

To the presidents and secretaries of the various state education associations

To the officers of local associations

To superintendents, principals, and college presidents who gave leadership where it was needed

To the chairmen and directors of the campaigns in the various states and localities who carried the heavy share of the load

To the tens of thousands of unknown teachers who had the vision and courage to rise to a great need.

The part which the state associations have played deserves special note. The success of the campaign has depended largely on the active support, the intelligent leadership, and the effective organization of the various state education associations. These state associations will increasingly assume larger responsibility for the national effort. The National Association was organized in the first place on the initiative of ten state associations. The reorganization in 1920 which established this Representative Assembly was built upon the foundation of affiliated state and local associations. The five-year plan is built on a unification of local, state, and national associations.

And now a word about the expense of the campaign. This type of campaign is usually very expensive because the money comes in relatively small amounts from a wide territory, but actually this campaign has been a remarkably inexpensive undertaking. The far-flung regional conferences cost only some \$10,000. They would have been worthwhile in themselves. Their influence will be felt in the work of our associations for years to come.

The other expenses of the campaign have amounted only to some \$4000 spent mostly for postage and printing. The campaign has been staffed nationally and in most states and localities by people who carried the load in addition to their other duties. The cost of printing has been kept low so that the overhead has been but a fraction of what it would be in most campaigns. The money has been carefully accounted for. In most localities and states, lists of donors have been published in local and state journals. Money coming to NEA headquarters has gone directly to the Division of Accounts and Records where it has been subject to the same safeguards and controls as regular NEA funds. We are especially indebted to the director of this division, Mary Jane Winfree, and her staff who have carried this added burden when, with regular duties, it has been difficult to reach around.

In keeping with the purposes for which the War and Peace Fund was raised, the NEA Executive Committee has made appropriations from the fund as indicated on page 2 of the executive secretary's printed report, *Teamwork*, and the expenditures from those various appropriations are given in Exhibit "G" of the *Financial Report*.

The War and Peace Fund has made possible essential activities which otherwise could not have been carried on. Take, for example, the teacher-recruiting project. The teacher shortage is serious and will grow more so. More than 200,000 teachers have left the teaching profession since Pearl Harbor, and but four students are enrolled in teachers colleges where there were ten before the war. Using money from the War and Peace Fund, one of the finest artists in the nation was employed to develop a beautiful five-color poster entitled, "The Teacher Serves the Nation in War—in Peace." Fifty thousand copies of this poster were distributed thruout the country.

Leaflets were distributed to teachers and to high-school students. These included "The Return of a Teacher," "Yes, I Am a Teacher," and "Serve Your Country—Become a Teacher."

Twenty thousand copies of the famous story, *The Tenth Generation*, were sown broadcast, so that altogether in this project alone more than 500,000 pieces of literature were made available in the campaign to hold our present teachers and to recruit new ones.

But the fund has done much more than finance these activities. It has given to our officers the assurance which comes from knowing that they have the resources with which to carry on.

Quite aside from the money raised and the added service which it has made possible, the War and Peace Fund campaign has brought many benefits to our profession. It has given renewed faith in ourselves, and in our ability to plan and to achieve. It has discovered and developed a new leadership. It has brought to our profession a new sense of responsibility and opportunity in connection with the war and the peace. It has brought a practical realization that the goals which we seek can be achieved only by accepting quotas, with responsibility distributed equitably among the various states and localities so that each may know what its share of the load is. It has brought a fuller appreciation of the role of the state and local associations, without which the campaign could not have been a success. It has emphasized the need for unification and a better financing of our profession. We cannot go forward; we cannot meet our responsibilities to ourselves, to our children, to the nation, and to this age unless we are willing to invest larger sums in the common enterprises of our profession. We live in a new age with new responsibilities.

New occasions teach new duties; Time makes ancient good uncouth;
They must upward still, and onward, who would keep abreast of Truth.

This brings me to the final phase of my report—the relation of the War and Peace Fund campaign to the financing of our profession as a whole. We need to place a higher value upon ourselves and our cause. In the end the public will take us at our own valuation. *We need larger income for our local associations, for our state associations, and for our national associations.*

If we do not face with vigor the problems that now confront our profession, we shall lose our leadership to other groups which are ready to face these problems.

The character of this age, with its worldwide enterprise in which education must play a major role, makes larger demands upon all of us. Well has Mr. Churchill said, "The future of the world is left to highly educated races who alone can handle the scientific apparatus necessary for preeminence in peace or survival in war."

Our profession can no more meet the new demands upon it without larger income than we could win this war with the financing of the first World War. The NEA has not raised its dues since they were fixed at \$2 in 1875 when the average annual salary of teachers in the United States stood at \$195 a year. To change NEA dues now from \$2 to \$3 would merely restore its purchasing power to the 1916 level. Since the average salary in 1919 was \$739 and in 1944 is \$1550, it would take \$4 now to represent as great an investment in professional service as \$2 represented in 1919.

Our associations have always been underfinanced. We have thought too little of ourselves and our cause. We should have had federal aid twenty years ago had we been able to attack the problem with sufficient force. Could we have won that battle then we would have been in a better position to win the war quickly now. Selective service authorities tell us that more than 2,000,000 men have been rejected for military service because of health or educational deficiencies which could have been avoided. Had we won the federal aid battle in the twenties, we should not have had so many rejections.

There was a proposal before the NEA to increase dues at that time. In spite of the wise advice of such experienced veterans as Carroll G. Pearse, there were those who urged delay and their counsel prevailed. Inertia is a terrible thing. We are paying the price today for what we failed to do then.

If when the guns are silenced we fail to understand that our real task is just begun; if at that crucial moment we let down or do less than our best as a profession, we shall suffer the worst disaster and miss the greatest opportunity that ever came to the teachers of America. We shall have done our part to make World War III a certainty.

Our profession holds a great trusteeship for the future of free education in America and thruout the world. It cannot meet the obligations of that trusteeship without girding itself for the years that lie ahead. It must have a voice and a program in keeping with the needs of our times. No general plans a campaign without allowing ample reserves of material and men at every point in the operations. We face, following this war, a difficult and uncertain future—a future which may be dark or bright according to our purpose and will. Of the 65,000,000 of our citizens now gainfully employed in the armies, in agriculture, in industry, and in other lines, at least half will be obliged to find other occupations when war ends. It is much easier to adjust a nation *into* a war economy than it is to adjust it *out* of a war economy. We are reasonably patient with wartime controls, but less patient with peacetime controls.

NEA WAR AND PEACE FUND CAMPAIGN PROGRESS REPORT

This report includes returns received at the NEA up to September 26, 1944

State	Quota assigned	NEA share of assigned quota	Cash received or retained by NEA
*Alabama.....	\$ 6,200	\$ 4,133	\$ 7,104.48
*Arizona.....	2,600	1,734	1,734.00
*Arkansas.....	3,500	2,333	4,000.00
California.....	47,200	31,466	16,669.03
*Colorado.....	5,800	3,866	4,101.25
Connecticut.....	8,900	5,933	4,473.99
*Delaware.....	1,300	867	927.94
*District of Columbia.....	3,400	2,267	4,994.25
Florida.....	6,000	4,000	3,010.00
*Georgia.....	7,500	5,000	7,505.00
Idaho.....	2,500	1,667	736.31
Illinois.....	40,500	27,000	7,540.30
*Indiana.....	16,000	10,667	10,667.00
*Iowa.....	11,500	7,677	10,000.00
*Kansas.....	8,600	5,733	6,124.64
Kentucky.....	7,200	4,800	2,786.75
Louisiana.....	7,000	4,667	1,880.00
*Maine.....	2,800	1,867	3,827.32
*Maryland.....	6,700	4,467	4,639.69
Massachusetts.....	22,000	14,667	151.88
Michigan.....	26,000	17,333	8,925.71
Minnesota.....	14,000	9,333	4,944.22
†Mississippi.....	4,200	2,800	2,123.03
Missouri.....	14,500	9,667	3,192.76
†Montana.....	3,200	2,133	1,696.50
Nebraska.....	5,500	3,667	2,744.00
*Nevada.....	800	533	533.00
New Hampshire.....	1,900	1,267	825.66
New Jersey.....	27,000	18,000	7,331.12
*New Mexico.....	2,600	1,733	1,733.00
New York Upstate.....	50,000	33,333	24,926.50
New York City.....	40,000	26,667	3,111.00
*North Carolina.....	10,400	6,933	7,478.96
*North Dakota.....	2,500	1,667	1,670.00
*Ohio.....	32,500	21,667	21,538.00
Oklahoma.....	9,200	6,133	3,822.05
*Oregon.....	5,000	3,333	3,333.00
*Pennsylvania.....	46,400	30,933	33,308.18
Rhode Island.....	3,200	2,133	24.00
*South Carolina.....	4,800	3,200	3,581.62
South Dakota.....	3,500	2,333	606.45
*Tennessee.....	7,400	4,933	5,182.45
Texas.....	23,700	15,800	7,840.73
*Utah.....	3,000	2,000	2,292.47
Vermont.....	1,500	1,000	667.05
*Virginia.....	7,400	4,933	5,445.23
*Washington.....	9,300	6,200	12,273.78
*West Virginia.....	8,000	5,333	6,189.00
Wisconsin.....	13,600	9,067	5,854.67
Wyoming.....	1,700	1,133	578.90
Alaska.....	.....	.....	7.00
Hawaii.....	.....	.....	1,341.30
Totals.....	\$600,000	\$400,007	\$287,995.17

Figures in last column do not include unpaid pledges.

Explanation of Symbols: * Has turned over to NEA cash equal to or exceeding NEA share of quota assigned. † State association has underwritten quota.

In the crisis that is certain sooner or later to follow the war, free public education may face the greatest battle of its entire history. The teachers of England have foreseen this probability and have prepared for it. Their national association, with a membership which is but a fraction of ours, has built up a reserve fund of some \$7,000,000. If we are wise we shall profit by their example. Each of us invests much—years of time and thousands of dollars—in his preparation to be a teacher. Has the time not come when we should invest at least 1 percent of our income as teachers in the future of our own cause and calling?

We need a great crusade for education extending over a period of years, if we are to realize the full possibilities of our people and our country. It is ours to wage that crusade—to pour in all our strength and time and money and influence and leadership to fulfil our sacred trust. In the words of Abraham Lincoln, in his famous message to Congress in 1862, “We shall nobly save or meanly lose the last best hope of earth.”

SOCIETY IS WHAT WE MAKE IT

MRS. AGNES E. MEYER, AUTHOR AND LECTURER, WASHINGTON, D. C.

Presented at Second Business Session, Representative Assembly. See page 170.

MY VENERATION for your profession and its importance at this great moment of history is such that I regard this invitation to address you as an honor which I shall always cherish and for which I shall always be grateful. I have spent the past year studying social conditions in our war centers from coast to coast, from the Gulf States to the shipyards of Maine. Nobody has had more opportunity than I to see how overburdened our teachers are. Among the greatest inspirations of my journey were visits to schools, new and old, where teachers were daily performing acts of heroism beyond the call of duty, and gallantly carrying on their work under the most disheartening circumstances.

The turmoil, the chaos, the suffering, especially of women and children, were such in the spring of 1943 that I toned them down in my articles because I always believed the next city would surely be in better shape. For three weeks I spoke of youthful delinquency and crime in guarded tones because I could not believe that such horrible things were taking place thruout the nation. Believe me, I did not look for error, misery, and evil. Wherever I found constructive social activity, I welcomed it with just about the same emotions that Noah must have felt when the dove brought him a green leaf. However devastating an arraignment of our social climate and preparedness my articles may be, I can say with honesty and conviction that the whole truth was infinitely worse. And what worries me most at this moment is that no nationwide plans are being formulated to demobilize our enormous industrial army. Conditions in the war centers have improved somewhat but we again run the risk of unnecessary hardships if we throw the workers out of the factories without warning, and repeat the

mistakes of the first mass migrations. At present we are socially as unprepared for peace as we were for war.

I need scarcely remind you what happened when the War Manpower Commission called upon the people of the country to man the factories. The response was such that 20,000,000 men, women, and children migrated sometimes clear across the continent and back. Whole families left home without a thought of the terrible risks involved. As many of you live in war centers, you know as well as I what inhuman living conditions they are still enduring in many cities; that children are still locked in or out of their homes because the mother is at work and has no means of looking after them; that schools are overcrowded and understaffed; that truancy, misdemeanors, and even youthful crimes are still increasing. You know as well as I that we have talked the subject of delinquency almost threadbare without achieving any nationwide plan to bolster up the overtaxed school systems and take care of the war workers' children around the clock and thruout the year.

What does this inertia mean? We are, to be sure, sorely burdened by the problems of war, but the strengthening of the home front and the conservation of the war workers' energies are major problems of any nation at war. Yet we hurled ourselves into our grandiose production schedule without a coordinated plan for the care of the migrant worker and without a conception of what the dire results would be. As one prominent labor leader said to me, apropos of the shameful conditions at Willow Run, "It will take the nation three generations to get over the moral effects of our social unpreparedness."

The federal government at first left the war centers to their own devices much the way it did remote outposts of civilization in the frontier days. Like the early pioneers the local citizens often brought what mutual help they could to bear upon the chaotic situation. But there was also prevalent an atmosphere of ruthless indifference to human suffering, of catch as catch can, of the devil take the hindmost and the weakest, which implies a deterioration in the national character since the frontier days.

The chaos and the human suffering which ensued should impress every American with our lack of a sufficiently active social consciousness, and of an orderly, coordinated approach to social problems. Tho our knowledge of social, educational, medical, and psychiatric technics has been augmented, our spontaneity in civic leadership has weakened. There is at present a wide gap between our knowledge of what should be done and our ability to put it to use. We have forgotten that democracy must live as it thinks and think as it lives. Our future will not be determined by good intentions but by the means we employ to achieve our ends of social justice.

The greatest single source of temporary despair during my journey was the contrast I witnessed day after day between our mechanical genius and our social limitations.

I firmly believe that the forces for good are stronger in our country than in any other, but the mechanical forces of society have gained such an ascendancy that we have lost faith in our power to dominate our industrial-

ized society and to protect the individual human being from its disastrous consequences. This is the main reason why we plunged into a nationwide production program without sufficient concern for its effect upon the individual worker and the welfare of the nation as a whole. War, especially total war, is a disintegrating influence, but the mass disintegration that has taken place among our people is too serious to be dismissed as inevitable. To be sure, the results would never have been so catastrophic nor so widespread if deep-seated social maladjustments had not already existed before the strain of the war was imposed upon them. None of the problems created by the production program are new. They are merely our old problems multiplied and intensified by the war effort.

Judging by the cracks revealed in our social structure, it seemed almost as if our civilization had not recovered sufficiently from the effects of the first World War to stand so soon the impact of another major cataclysm. Much had been accomplished during this interval to buttress our industrialized society, but so accelerated has been the tempo of change that our progress lagged far behind the transformation that has taken place.

What then are we to do? If we face immediately the mistakes made during the first mass migrations to the war centers, we can avoid the recurrence of hardship when the industrial army is demobilized. Above all, we must not allow this war to culminate in the social retreat on the home front such as occurred after the first world cataclysm. Now as then the question of full employment will be our main problem. But to become genuinely constructive our postwar plans must be widened to include a more comprehensive and realistic program of social welfare, not only for the workers, but for the entire population, and especially for the protection of childhood.

The central difficulty to be solved is the proper distribution of responsibility for such a program between the federal government, the states, and the local community, as well as between public and private endeavor. The social impact of the war effort was little short of catastrophic, not so much for lack of agencies, either federal, state, or local, but because of faulty coordination on every level that resulted in a waste of money and energy while suffering remained unalleviated.

In spite of all the new agencies set up in Washington to cope with the problems of the congested areas, in spite of the innumerable blueprints for unification of their efforts, there was no single authority in Washington capable of establishing order. Without a national clearinghouse, the efforts of the most efficient local authorities to cope with their social problems were inadequate.

The disgraceful social debacle that we have experienced during the war on the home front should open our eyes to the fact that our whole machinery of social defense is outmoded on a federal, state, and local level. Of these three links in the chain of social endeavor, the state organizations are the strongest, and it is a wholesome sign of local initiative that the states, in the absence of a strong federal program, have made great progress in adjusting their work in the fields of health education and welfare to the wartime

problems. But the congested areas are in urgent need of help and at present the many scattered federal bureaus in Washington concerned with social protection find it just as difficult to coordinate their efforts as do the local public and private agencies. Some of the new federal agencies even quarrelled with their own agents in the field. The nation should no longer tolerate such inefficient administrative procedure, now wholly inadequate, not only to meet a war crisis, but to cope with the pressing problems of a modern, industrialized society. We should demand at once the regrouping of all federal bureaus concerned with education, health, and welfare under one department whose administrator will be a Cabinet officer. Moreover, just as the Secretary of Labor has a mandate to promote the interests of the wage-earner, so this new Cabinet member should be given the positive mandate to promote the human welfare of the whole population. He should be an outstanding executive and have at his disposal a department of research, staffed with the best and most progressive minds in the country—people with vision and courage, who would not only repair injustices and inequalities, but who could prevent them from arising.

The establishment of a federal department of public welfare takes careful study, but it seems obvious that it should embrace the health, education, and welfare sections of the Federal Security Agency, the Children's Bureau of the Department of Labor, the Nutrition Bureau of the Department of Agriculture, and the Federal Public Housing Authority. What is more, this department should be legally implemented so that the federal administrator learns to coordinate without too much regimentation and control. He should protect and enhance the vitality of his separate departments, and permit the democratic application of federal functions not only thru federal agents but in cooperation with state and local officials of the people's choice.

In welfare work, the proper functions of the states and localities can never be by-passed or eliminated, because the conservation of our human assets will always rest upon an intimate knowledge of the local population, of local conditions, resources, and the constantly shifting nature of local problems.

Let me illustrate our present administrative muddle in the field of health protection. The best guarantee that health services will meet the needs of those receiving them is local administration of these services. It is inconceivable that health services for the entire nation can be satisfactorily administered in any other way. Yet there must be in addition aid and supervision from the federal and state governments, but responsibility for the actual administration of health services ought to rest with the local community. There is a complete analogy here with education.

For this reason the division of authority and responsibility in the Wagner Health Insurance Bill S. 1161 is thoroly unsound and unworkable. This bill would allow the federal administrative agency to utilize local governments in administering health services. But this arrangement would be permissive only, not mandatory. The Surgeon General could enter into an arrangement with a city or county government whereby the local gov-

ernment would administer the health services; the year after he could waive this arrangement entirely and himself administer health services in that locality. There can be no suitable local responsibility or administration upon such a basis. If there is to be local administration of health services, then the bill must spell out clearly and specifically just what the respective roles and responsibilities of the federal government, the state governments, and local governments are to be.

For the purposes of a national health program, the U. S. Public Health Service, the medical segment of the Children's Bureau, the Division of Vital Statistics of the Census Bureau, the medical segment of the Veterans Bureau, and the medical segment of the Bureau of Indian Affairs ought clearly to be integrated into a single health agency.

At the same time the U. S. Public Health Service must be in close contact with the U. S. Office of Education and the Children's Bureau. This is only possible if they are all combined under a Secretary of Public Welfare.

The urgency of the situation requires that all liberal minds in every walk of life should unite in a demand for a Cabinet welfare officer. I know that the National Education Association has supported the idea of a Secretary of Education, but we must now expand our concept of education to include many of the basic needs of human life. If you agree to that, I hope this conference will start the ball rolling by passing a resolution in favor of a Secretary of Public Welfare, for I am sure your leadership would be followed by the support of the national women's organizations, the service clubs, the labor unions, and many other groups who are in touch with the dire need for the immediate social strengthening of the home front. Our soldiers must have something better to come back to. We have no time to lose if we are going to repair the damage the war effort has brought about and strengthen the nation for its future responsibilities as the leader of world democracy.

The people who are blindly opposed to federal aid, especially to schools, should remember that we already have it and that it has worked very well. After the last war we learned that our youth had not had enough mechanical training. In 1918 the Smith-Hughes law established federal aid to vocational schools, a measure for which we may well be grateful, as it helped to prepare thousands of skilled recruits for the air force, the artillery, the tank corps, and the factories. Those states which did not want such aid were not obliged to take it. Federal aid to any social program is not a must, not an imposition; it is a possibility of escape from intolerable inequities.

This war has revealed to us that other branches of our school systems are inadequate, and we must again show the same courage to remedy the situation that was demonstrated after the last war by the passage of the Smith-Hughes Bill.

The very first task for the Secretary of Public Welfare would be to supply the aggressive leadership we need to equalize thruout the nation both the quantity and the quality of our public education. The war has demonstrated with a terrible clarity that we can no longer afford the inadequate school systems of our economically less productive states. The War Depart-

ment has just issued a powerful indictment of the results of such uneven schooling. "Educational deficiency," says this army bulletin published in May, "or failure to pass the Army intelligence test primarily because of educational deficiency has deprived our armed forces of more physically fit men than have the operations of the enemy. Total American casualties as of May 1944 were 201,454. The total number rejected, primarily because of educational deficiency, who have no other disqualifying defect, have been about 240,000. These data emphasize the importance to the nation as a whole of insuring every American citizen a reasonable minimum of education. Adequate educational programs and enforcement of compulsory school laws during the decade before this war would have resulted in providing fifteen additional divisions of fighting troops for the defense of democracy." What a shameful revelation and what an unnecessary loss of manpower at a moment of dire need! Never did I expect to hear myself advocate justice in educational opportunity for military reasons, but this army report makes clear that the freedom of a nation rests on precarious foundations if only a segment of the young, able-bodied males is able to defend it.

Let me also paint the picture for you from the industrial point of view, for during my nationwide journey I was able to compare in quick succession the results of our uneven training of youth in the factories and shipyards. The workers in our northern industries are probably the most alert in the whole wide world. But to our congressmen who are blindly opposed to federal aid for schools, I suggest they visit the shipyards in the Gulf States. In Pascagoula and Mobile I saw row upon row of tents, trailers, and shacks inhabited by families who had emerged from the neglected rural areas of the southern states. The adults are usually illiterate, the children ragged, undernourished, disease-ridden. These families refuse to move into the housing projects, partly because they are afraid of cleanliness but mainly because they fear "the law," as they put it, the restraint of being members of a decent community. As far as production was concerned, these workers, according to personnel managers, were almost a total loss. Yet in several shipyards they constituted a fourth of the manpower.

These are the extreme results of our uneven educational system but in between there are many gradations. It is an inexcusable fact that our schools range from the best in the world to many others that would disgrace any Balkan State. At least 4,000,000 children are receiving an inadequate education in our enlightened country. The lack of good schools in the poorer states is not due to unwillingness to give their children a good start in life. Some of them have educational tax rates higher than those of the rich states but the funds are totally inadequate. The question of federal aid to schools is moss-grown with outmoded ways of thinking. Now that we fly from coast to coast in a few hours, we can no more have a country that is partly educated and partly ignorant than we can have an egg that is half sound and half rotten. If humane considerations cannot move our statesmen to remedy the situation, surely the fact that these uneducated masses are useless as soldiers, and an economic handicap as

producers and consumers, should have some effect upon their thinking. I sometimes have the feeling that our Congress is the best proof of the harmful results of inadequate education. In this field as in all other major problems of human well-being, a Secretary of Public Welfare could help us persuade Congress and the nation that states' rights can be preserved without nullifying human rights.

I wish to make it clear that I am not advocating an indiscriminate distribution of federal aid which will weaken local initiative. The military and production programs have merely demonstrated what we have long known—that we must achieve thruout the nation uniform standards of education, health, nutrition, and general welfare. For this purpose there must be increased federal authority in the social as in the economic field, if we are to progress as quickly as the tempo of the times demands. But this federal authority must not be arbitrary or capricious. It must be hedged about by clearly defined legal and administrative processes. As Wendell Willkie has so clearly put it: "If economic and social regulations in our modern industrial age must be national in scope to be effective, so their administration must be by law and rule if the citizen is to remain free. That means a sense of responsibility in administration. It means—and this is important—local administration of numerous federal functions in their application."

But let us not blind ourselves. The increase of federal authority also means the increase of local initiative and a more efficient organization of our social services in every state and every community, if we are to preserve the harmonious balance between the central and local forces which spells democracy.

It is heartening to be able to report to you that the social disintegration in the war centers has had one very important effect—it has stimulated many communities toward greater independence of Washington and toward a reorganization of its local services and facilities.

Significant to me in all the turmoil I witnessed was the fact that chaos reigned in those cities which had never developed a strong civic spirit or lacked well-organized services, whereas comparative order was appearing in local communities with a tradition of civic pride and self-reliance. A city like Cleveland, which for years had had a series of competent mayors, rose to the war challenge without waiting for Washington to pull it out of its difficulties, because its population in every walk of life had long been educated to work together harmoniously for the welfare of the whole community. Cleveland officials recognized at the outset of war that our well-organized—frequently overorganized—American community can handle many problems without waiting for help from Washington by the rapid coordination of the whole complex of public and private endeavor. As a result, Cleveland was attacking the major war problems, especially the most important one, the protection of childhood, by breaking down the city into neighborhood groups with new programs centered in the district school. Branches of the Central Committee on Delinquency were making individual studies of youthful offenders thru these neighborhood

groups and arranging constructive schedules for each child which united the efforts of all the local agencies.

Wichita, Kansas, was following the same pattern of action, its most novel achievement being a Medical Service organized by the local doctors for the care of low-income families, based on their ability to pay. Wichita's campaign against smallpox, tuberculosis, and diphtheria in the schools, as well as its control of venereal disease thruout the city, prove what can be accomplished when the medical men are broad-minded enough to guide the lay authorities in the maintenance of a public health program. A Child Guidance Clinic supplements these efforts with psychological research and counsel with emphasis on the needs of the adolescent. In the South, at Orange, Texas, I found well-concerted action between the school and the community for the purpose of civilizing a primitive trailer population. Even tho these circumstances are abnormal, the adaptation of the school equipment and organization in that city to the needs of its pupils and their parents foreshadows the educational system of the future. Every agency was tied into the schools' welfare committee from the junior chamber of commerce, the shipyards, and labor unions to the housing authorities, clergymen, and youth organizations. St. Paul has achieved remarkable results thru its "Coordinating Centre for Community Services for Children." Houston, Texas, and Kansas City are also doing significant preventive work by uniting the efforts of the schools, the police, and the social agencies.

These widely scattered illustrations of a new and closer integration of the civic structure are merely a few examples of a healthy trend that is to be found in almost every alert American city and in many rural districts. Sometimes the initiative comes from the school; at other places it starts among the public or private welfare groups. In all but the backward areas, we have enough agencies and enough goodwill in the U. S. A. to turn the community into a paradise, but at present most of these organizations still run in parallel lines that never meet, wasting untold sums of money and energy. What our country needs is a new focus of human solidarity, both social and spiritual. The war blitzed our schools severely in every state tho no bombs rained from the heavens. They cannot recover quickly from the blows they have suffered. But by collective effort on a local basis, their continued deterioration must be arrested, for it is undermining our whole social structure, threatens our already weakened family life, and makes it impossible to bring up citizens who will be prepared to carry the ever-increasing responsibilities of the world's greatest democracy.

From such community-centered schools which bind families together thru common interests will come young people educated by life itself for active citizenship and for a love of country that envisages our role in the family of nations. Thru a feeling for cooperative technics, they will rise above man's inherited tendency toward aggression. Yet they will realize that freedom can only exist where every member of the community is willing and able to defend it. They will imbibe as if from the air they breathe the instinct for supra-personal as well as more vital personal values. They will daily have learned from the example of their parents and

elders that service to the commonwealth is the supreme moulder of conduct and that education for the members of a democracy has only just begun when the school door closes behind them.

This is the moment for all of us, but especially for the women of the country, to study the local situation and develop a social imagination that will democratize the nation's concern for the child. A higher concept of child care is an obvious necessity in our industrialized world which more and more has taken the mother out of the home. There should be health services and health centers of the first quality, especially for mothers and children; group care for small children; adequate school meals and educational programs to prevent malnutrition; good schools for rural areas, as well as cities, that are open when necessary from dawn to 10:00 p. m.; more and better teachers whose salaries are commensurate with the importance of their work; modernized teacher training; more recreation programs and playgrounds. There should be light, sunshine, and space in people's lives and more leisure to enjoy these gifts of nature; and above all things there must be an integration of public and private welfare work with the school system to prevent duplication on the one hand, and the neglect of many children, who are now overlooked by our haphazard community organization, on the other.

The attempts at reorganization which are already under way differ widely in various parts of the country. That is healthy, as such growth must be related to the origins of local institutions, to past experience, and to present conditions. Our towns and cities that look so similar are as widely different in their inner character as were the people who founded them and determined their history. These differences should influence methods but not the scope of the undertaking. The terms in which I have been speaking are applicable chiefly to highly organized communities. But with federal aid the objective should be even more readily achieved in less developed areas that can make a fresh start without the opposition of old institutions and deep-rooted jealousies. With or without federal aid, as the case may be, we should take this truth to be self-evident in our future democracy, that the child's access to good schools, proper nourishment, and adequate health provisions should not depend upon the parent's ability to pay for them. The conservation of our human resources, of the family, and of the individual personality must be the major objectives, the very touchstone of all our postwar planning. Moreover, these things must come about not as relief but as a matter of rights.

One of the most important byproducts of such an intimate, neighborhood reorganization, based on voluntary cooperation, is the opportunity it would afford the average person to play a part in local government. The most disturbing insight which I gained during my pilgrimage was the realization that innumerable Americans of every description feel themselves unable to cope with life in our modern industrial world. The migration of millions of war workers to new surroundings has merely emphasized the fact that there are serious gaps in the economic, social, and civic structure of our society. The curse of our large cities, large corporations, and large labor

unions is that the individual feels hopelessly stranded and lost because he has no close affiliations with the lives of his fellow-beings. Why have American men and especially women been so addicted to forming more and more clubs? As an artificial protection against this feeling of loneliness. But this escape into unreality is not a solution to the problem. The national labor unions have also recognized that size is a handicap. The more progressive ones are hiring teachers and social and recreation workers to give their large membership a sense of protection. But this paternalistic attempt to compensate the worker for the failure of the community is also artificial and therefore, in the long run, unsatisfying.

If we break down our large city aggregates of humanity into small and friendly neighborhood groups, each person can find and fulfil his duties as a citizen and get an opportunity to develop his capacities thru interaction with his fellowmen for the welfare of all. Thru such active participation in the administration of local affairs, we can give a deeper content and a greater warmth and vitality to the meaning of citizenship. Without intending to, without knowing what we were doing, we have created in America a cold and heartless society where tolerance and quiet contentment—the ease that comes from adjustment to one's neighbors, to work, to leisure, to a happy family life—are almost nonexistent. In my observations of the Negro problem, for example, I realized that much of the white man's cruelty, callousness, and injustice toward the Negro are due to the fact that he himself does not feel secure in the precarious, competitive world that we have made for ourselves. The new integration of the social scene that is already under way in our most advanced communities should be encouraged because it will check the anarchy and drift, the dangerous isolation of the individual in our impersonal, uprooted, trailer-minded society, and go far to restore the feeling of brotherhood and friendliness which many of our people, thru no fault of their own, have been steadily losing.

The extension of unemployment and health insurance must also contribute to a new national stability. But only thru an integration of the individual with an active, meaningful world, will we achieve the genuine security which economic security alone can never give. During my journey, many people just off relief who now earn large war wages said to me plaintively, "We thought money would settle all our troubles, but now we find that they have only begun." I found that our paradise of ever-increasing worldly comfort is now generally recognized as an inadequate ideal. Now that the war workers have money in their pockets, they are no longer satisfied with their former economic ambitions. They are seeking some other future for themselves and their children, some higher, more compelling ideal regardless of the sacrifice and self-discipline it may entail. What the average American yearns for, especially the high-school boys and girls, is guidance to a new, unselfish, and inspiring way of life. The feeling is everywhere that we Americans have somehow lost our democratic birthright, that we are exiled kings, looking aimlessly and anxiously for the lost kingdom. That terrible yearning which gnaws at our breasts will

only be satisfied if we regain our freedom thru a new harmony of living, a new balance between desire and duty, between the individual and the community, between the states and the federal government, and ultimately between our nation and all other nations. From the interaction of these opposing forces will arise a new spiritual strength commensurate with the physical greatness and grandeur of our nation.

Let us not succumb to the cowardly belief that the environment dominates us. Society is what we make it. The world is not just *the* world; it is *our* world. It is not merely an economic and industrial world; it is a moral and spiritual world. And no matter how powerful the outward circumstances may be, they will yield to the greater power of a free people determined to establish equality and justice for all.

REPORT OF THE NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION

ALONZO F. MYERS, NEW YORK UNIVERSITY, NEW YORK, N. Y., CHAIRMAN

Presented at Third Business Session, Representative Assembly. See page 182.

The National Commission for the Defense of Democracy Through Education was established by action of the Delegate Assembly at the annual convention of the National Education Association held in Boston, Massachusetts, in July 1941. This, then, is the third report of the Commission to the Delegate Assembly. At the Boston convention it was stipulated that the appointed members of the Commission, seven in number, would be appointed by the Executive Committee of the NEA for three-year terms. Consequently, the terms of all appointed members expire at this time. It is hoped that this convention will take appropriate action relative to the appointment of Commission members so as to provide for overlapping terms of office by the appointed members. This is a matter to which the Delegate Assembly should give careful consideration.

Activities of the Commission

Kate Frank Defense Committee

In our report to the Delegate Assembly in July 1943, the Commission announced that, in cooperation with the NEA Department of Classroom Teachers, it would sponsor a Kate Frank Defense Committee and a Kate Frank Defense Fund for the purpose of keeping Kate Frank at work in Muskogee and in Oklahoma until such time as the Muskogee Board of Education restored her to her teaching post or until the time of the next schoolboard election in the spring of 1945, when the people would have the first opportunity to pass judgment on the action of their board of education in dismissing Miss Frank. That campaign is proceeding according to schedule, with the fullest cooperation of the NEA Tenure Committee. The Kate Frank Defense Committee estimated that \$3600 would be adequate, supplemented by additional funds from the Northeastern Okla-

homa Classroom Teachers Department. To date, \$3440 have been contributed.

Let no one think that we are doing this to take care of Kate Frank. Kate Frank can take care of herself. She is remaining in Muskogee, where she is doing active and effective teacher organization work in her section of the state, because these issues can be met squarely in this way. The Kate Frank case might have been your case. The Defense Commission is proud to be associated with the Department of Classroom Teachers and the Tenure Committee in this fight. We think it represents the very essence of what we were established for. We have as our ultimate objective in this fight to see to it that nowhere in this country will it be possible for a teacher, supervisor, or administrative officer to be dismissed unjustifiably, and without a statement in writing of the reasons for dismissal, without due notice; without an opportunity to reply to the charges brought against him, to a public hearing, to be represented by counsel, to present witnesses in his own behalf, and to cross-examine witnesses presented against him; and without the right of appeal.

New York City Investigation

On July 19, 1943, the Commission received from the Kindergarten-6B Teachers Association of New York City, and on July 26, 1943, from the New York City High School Teachers Association official requests that it conduct an investigation of political interference by Mayor F. H. LaGuardia with the independence of the New York City Board of Education. Both of these associations are affiliated with the NEA. After careful consideration of the requests, and after a preliminary inquiry, the Commission decided that such an investigation would be fully justified. Appointed on the investigating committee were Ernest O. Melby, chancellor of the University of Montana; Orville C. Pratt, superintendent-emeritus of the city schools of Spokane, Washington, and past-president of the NEA; Mabel Studebaker, Erie, Pennsylvania, president of the Department of Classroom Teachers; and Donald DuShane, secretary of the Defense Commission, and former president of the NEA. Judge Ernest E. Cole, former New York State commissioner of education, was retained as legal counsel to the Committee. The investigation was begun in September 1943 and completed in January 1944.

The findings of this investigating committee are best summarized in the following statement, which is quoted from the printed report: "The Investigation Committee must conclude, after careful study of its findings, that Mayor LaGuardia has exercised undue and at times illegal influence on the New York City Board of Education and that he has attempted to interfere in the Board's expenditure of its funds and in the formulation of school policies and programs."

The Defense Commission deplores the actions of Mayor LaGuardia in trying to influence and intimidate the New York City Board of Education and the teachers of this nation's largest school system. We are confident

that the public spotlight brought upon these unwholesome conditions will have constructive results thruout the nation.

In addition to the New York City investigation, the Commission has conducted a number of inquiries during the year and is at present engaged in several such inquiries. The Commission gives careful consideration to all properly sponsored requests for investigations. After a preliminary inquiry, it decides whether such requests should result in a formal investigation.

Education for Tolerance

The Commission has become increasingly concerned by the growth of intolerance among various elements of the American people. The existence of democracy is threatened when group prejudices and antagonisms get out of control, or when the causes of such prejudices and antagonisms long remain uncured. The Commission believes that all of our people must be taught the tragic error of generalizing about groups of people. Judgments, when made, should be in terms of individuals and their actions. In the opinion of the Commission, the best way to control disharmony in this country is to educate people in all walks of life to a tolerance of minorities, to a determination to relieve injustices causing group conflicts, to an understanding and appreciation of the achievements and problems of racial and religious groups, and to a respect for the rights of all individuals. Public schools have a distinct obligation in this matter, and a failure to discharge this obligation will pave the way for grave national conflicts in the future.

The Commission is cooperating actively with the major voluntary organizations that are concerned with reducing intolerance. We conceive it to be one of our major responsibilities to serve as a liaison agency between these organizations and the teachers of the country, to the end that our profession may have at its disposal the best thinking, research, and instructional materials in this field. It is recommended that the teaching profession, as represented by the NEA and its affiliated organizations, cooperate actively in the furthering of this program.

The Commission's Federal Aid Activities

Almost from its beginning the Commission has been actively concerned with the efforts to secure the enactment of legislation providing federal financial aid to public education. The Commission had the responsibility for the federal aid campaign in twenty-four northern and eastern states from March 1, 1943, to December 1, 1943. At that time the Division of Legislative and Federal Relations was established and assumed major responsibility for this and other legislation. Beginning May 10, 1944, on request of the Legislative Commission and of the executive secretary of the NEA, the Defense Commission again assumed responsibility for the federal aid campaign in the twenty-four northern and eastern states. Shortly thereafter, Mr. DuShane, secretary of the Defense Commission, again recommended that the NEA actively support Discharge Motion No. 12, the passage of which would take the bill from the House Education Committee and place it before the House for action. This motion requires

218 signatures for passage. This recommendation was approved by the NEA executive secretary, the secretary of the Legislative Commission, the director of the NEA Division of Legislative and Federal Relations, and Congressman Ramspeck, sponsor of H. R. 2849. An intensive campaign was launched, designed to secure at least 75 signatures before the congressional recess and the meeting of this Representative Assembly.

When Congress recessed there were 84 signatures on the petition. Seventeen additional congressmen had definitely promised to sign, but failed to affix their names before the Clerk of the House closed the books for the congressional recess. This degree of success in so short a time was due to the wholehearted cooperation of numerous NEA staff members, to the volume of letters congressmen received from home, and to the personal solicitation by staff members.

Thruout the summer recess the campaign will be continued in the home districts of the congressmen. When Congress reconvenes on August 1, personal solicitation will be renewed with the goal of 218 signatures by September 15. A vote in the House on H. R. 2849 will be sought between September 15 and 25. Also, after August 1 a movement will be launched to get S. 637 reported out of the Senate Education and Labor Committee with the intention of securing a Senate vote by October 1. The success of this campaign to secure the necessary additional signatures to Discharge Motion No. 12 in the House depends on the effectiveness of the work done back in the congressional districts prior to the reassembling of Congress on August 1. It must be the first responsibility of every delegate to this meeting to talk to his congressman and to see to it that he is interviewed by teachers and interested laymen. Your congressmen are in their home districts now, and they want to be reelected. Work on them.

Partial Review of Commission Activities

Time does not permit a review of all the activities of the Commission during the three years of its existence. I feel, however, that mention must be made of the following:

1. The first activity of the Commission in the fall of 1941 was the launching of a nationwide appeal for increased salaries for teachers—to raise substandard salaries, to compensate for rising living costs, and to check the exodus of teachers from the profession.
2. The Commission had the full legislative responsibility for the amendment of the Hatch Act, which restored political freedom to the nation's teachers, and which was a necessary preliminary to any federal aid legislation.
3. The Commission initiated the movement to provide federal funds to enable service men and women to resume their education after honorable discharge from war service. We took up this matter with President Roosevelt more than two years ago and received from him at that time assurance of his interest and support. Legislation has now been enacted making generous provision for the education of service men and women when their war duties are ended.

The Commission wishes to express its deep appreciation to the Executive Committee of the NEA for the grant of \$25,000 to the Commission from the War and Peace Fund to enable the Commission to further its program

of cooperation and conferences with lay groups; and \$25,000 for investigations and teacher welfare. Thanks to these grants, the Commission is able to plan a greatly expanded program of service to education and the teaching profession.

REPORT OF THE LEGISLATIVE COMMISSION

H. M. IVY, SUPERINTENDENT OF SCHOOLS, MERIDIAN, MISS., CHAIRMAN

Presented at Third Business Session, Representative Assembly. See page 182.

THE MEMBERS of the Core Committee are H. M. Ivy, *chairman*, Meridian, Miss.; Francis S. Chase, Richmond, Va.; John Guy Fowlkes, Madison, Wis.; Frank Heinisch, Omaha, Nebr.; Mabel Studebaker, Erie, Pa.; Charles H. Tennyson, Austin, Texas; Jere A. Wells, Atlanta, Ga.

The chief concern of the Legislative Commission in 1943-44 has been the continuation of the campaign for federal aid for education. S. 637, sponsored by Senator Elbert D. Thomas of Utah, chairman of the Senate Committee on Education and Labor, and Senator Lister Hill of Alabama, Democratic whip of the Senate, was pending before the Senate at the beginning of this fiscal year. Hearings were held before the Senate Committee in April of 1943, and the bill was reported favorably to the Senate, June 18, 1943.

On June 2, 1943, H. R. 2849 was introduced in the House by Congressman Robert Ramspeck of Georgia as a companion bill to S. 637.

These bills propose the appropriation of \$300,000,000 to the states to enable them more adequately to finance their systems of public education during an emergency and, to reduce the inequalities of educational opportunities thru public elementary and secondary schools. Two distinct types of appropriations would be provided under the bill: (1) \$200,000,000 annually during any year in which Congress finds the need therefor to provide funds for adjusting teachers' salaries. This provision is in the nature of a permanent authorization for Congress to meet emergencies in the financing of education when Congress finds an emergency to exist. (2) A permanent authorization to appropriate \$100,000,000 for the purpose of more nearly equalizing educational opportunities in and among the states would be provided.

The \$200,000,000 would be apportioned to the states in proportion to the number of children in average daily attendance; the \$100,000,000 would be apportioned to the states according to an objective formula for finding the financial need of the respective states. Financial need is measured by two factors: (1) the number of inhabitants five to seventeen years of age in the respective states, and (2) the financial ability of the respective states as measured by the total estimated income payments in each of the states.

These bills provide ample safeguards against federal control of education and for an equitable apportionment of funds to schools for minority races in states that maintain separate schools for separate races.

During August and September 1943, intensive field work was carried on to consolidate the forces supporting this legislation preparatory to bringing S. 637 to a vote in the Senate. Working committees were organized in each state to contact senators and congressmen while they were at home during the recess of Congress and to urge immediate action on this legislation when Congress would reconvene. This field work was done in the southern states by Howard A. Dawson, secretary of the Commission; in the western states by Forrest Rozzell, field secretary of the Arkansas Education Association; and in the northern and eastern states by Donald DuShane, secretary of the National Commission for the Defense of Democracy Through Education. This field work and the resultant activities of the organized profession and lay leaders in the various states proved to be most effective.

S. 637 was brought to the floor of the Senate for debate and vote October 12 to 20, 1943. The bill was ably presented by Senator Thomas and Senator Hill, and a careful check shows that if the bill had been voted upon solely on its merits there were more than enough votes to pass it. The opposition, knowing they were defeated, resorted to the trick of throwing the racial issue into the matter thru an amendment by Senator Langer of North Dakota. The amendment was as follows: "Provided that there shall be no discrimination in the administration of the benefits and appropriations made under the respective provisions of this Act *or in the State funds supplemented thereby* on account of *race, creed, or color.*"

This amendment was opposed by both the National Association for the Advancement of Colored People and by the American Teachers Association (Negro).

The bill already amply provided for an equitable distribution of funds for schools for minority races. Its provisions were satisfactory to the leading Negro organizations, which recognized the amendment as an unjustifiable attempt to divide the supporters of the bill and thereby bring about its defeat. In the words of an editorial in the *Washington Post*, October 22, 1943: "It was not even an open and honest act of strangulation by men willing to stand up and be counted. Instead, it was accomplished deviously, from behind, by legislative trickery. The pious gentlemen involved did not care to leave any fingerprints. First they amended the bill to make it fit their accusations. Then they applied the garrot."

After the amendment was adopted by a vote of 40 to 37, the bill was recommitted to the Committee on Education and Labor, most of its supporters feeling impelled to vote for recommitment.

The present plan is to get the bill reported back to the Senate by the Senate Committee immediately after the summer recess of Congress. We have assurances that such action will take place. Present indications are that the Langer Amendment can be defeated if it is brought up again and that the bill will again be considered by the Senate.

Since January 1 of this year considerable work has been done to get a hearing before the House Committee on Education. In February the Com-

mittee voted to hold a hearing and finally scheduled it to begin on May 9. However, that date was canceled and from time to time setting of another date has been postponed. In the early part of June it was decided to begin a drive to obtain 218 signatures to a Motion To Discharge the House Committee on Education from further consideration of H. R. 2849 and to bring the bill to a vote in the House. Since June 12, thru the influence of communications from people in the field and thru intensive work of the headquarters staff of the NEA, 84 signatures have been obtained. When Congress reconvenes after the summer recess the campaign to obtain additional signatures will be continued.

Assurances have been given that the House Committee on Education will conduct hearings on the pending bill after the summer recess. It is the opinion of the Legislative Commission that the larger the number of signatures obtained to the Discharge Motion, known as *Motion To Discharge Committee, Number 12*, the greater the likelihood that favorable action will be obtained from the House Committee.

The Core Committee of the Legislative Commission met in Washington at the NEA headquarters, April 3 to 5, 1944, and adopted ten recommendations regarding the legislative program of the NEA. These recommendations with comments on some of them are as follows:

1. That plans for the hearing on H. R. 2849 be completed as quickly as possible.

Satisfactory progress is being made in carrying out this recommendation. The obtaining of signatures to a Motion To Discharge the House Committee from further consideration of the federal aid bill is a definite part of this plan.

2. That the field work of the Legislative and Federal Relations Division be expanded to secure the most enthusiastic support possible for the pending federal aid legislation—S. 637—H. R. 2849.

3. That steps be taken to secure the appointment, to the two vacancies now existing in the House Committee on Education, of members of the House who are well qualified to represent public education in the United States.

Attempts have been made to get the two vacancies on the House Committee filled but thus far the Ways and Means Committee has refused to fill the vacancies.

4. That Howard A. Dawson be urged to retain the secretaryship of the Legislative Commission for the remainder of the year, and to continue to spearhead the federal aid fight in Congress and thruout the southern and western states, and that Donald DuShane be urged to continue to assist as before in the northern and eastern states.

This recommendation has been carried out and Mr. Dawson and Mr. DuShane will continue to assist in the federal aid campaign at least until the adjournment of the present session of Congress.

5. That a strong resolution be prepared dealing with federal support for education and that every effort be made to have this resolution included in both the Republican and Democratic platforms.

The work with the Resolutions Committees of both the major parties has been carried on by Charl O. Williams, director of field service, NEA headquarters; and Glenn Archer, associate director of the Division of Legislative and Federal Relations of the NEA headquarters staff.

6. That every effort be made to channel the administration of the educational aspects of the veterans' education program thru regularly established state and local educational agencies.

Attempts to carry out this recommendation have not been successful as can be observed by reading the G. I. Bill recently enacted by Congress.

7. That consideration of the enactment of a universal military training law be delayed until the prior task of winning the war has been accomplished, and until the men now fighting the war have returned to share in determining whether such a law should be passed. The Commission proposed that such training should not begin before candidates are eighteen years of age or have graduated from high school, whichever comes later.

8. That educational institutions, supported in whole or in part by taxation, should have prior demand upon all surplus war materials appropriate for educational use, and that such surplus war materials should be made available without cost; that the allocation and distribution of such materials should be made to regularly established state educational agencies by the U. S. Office of Education; that the title to such materials should rest with the state educational agency and the distribution of materials within the state should be the responsibility of that agency; and that after the demands of such publicly supported institutions have been met, other educational institutions be entitled to priority on other appropriate surplus materials at a nominal cost.

9. That the Association support a school lunch program, financed by the federal government and administered if possible thru the Office of Education.

The school lunch program has been extended for two years by Congress but we have been unsuccessful in having the program administered thru the Office of Education rather than thru the Department of Agriculture.

10. That Secretary Givens and his staff take whatever action is necessary to protect teachers in the stabilization program.

A CALL FOR A UNITED FRONT IN PUBLIC EDUCATION

HOWARD A. DAWSON, DIRECTOR OF RURAL SERVICE, NEA,
WASHINGTON, D. C.

Presented at Third Business Session, Representative Assembly. See page 182.

FORTUNATELY, the teaching profession is not under any rules of military regimentation. We are free to put on whatever kind of fight we think is necessary for the benefit of the cause of public education and against those whom we think are not going to work for that cause.

A few days ago I heard the story of a colonel who stepped on the captain's toe and the captain kicked his shins and the colonel reciprocated by kicking the captain's shins. There was a private standing nearby. He saw

what was going on and he proceeded to kick the colonel's shins and the captain's shins.

Of course, they had a military investigation. The colonel explained that he had rather awkwardly stepped on the captain's toes. He was sorry and he apologized. The captain explained that indeed his toe was very sore. The pain was so excruciating, he did not have time to take a second thought. He had impolitely kicked the colonel's shins; he was sorry; he apologized. But the court wanted to know what the private had to do with it. He said, "Your Honor, please, that is very simple. When I saw the captain kick the colonel, I thought the goldarned war was over!"

Washington thinks the school teaching profession in the United States is still in the position where it can kick our shins whenever it wants to!

No institution of the people of America has made so great a contribution to the preservation of freedom and economic progress and security among men as the public school. The foundations of the knowledge, skill, character, morale, and patriotism of this generation of young America have been laid in classrooms of American schools. There may be measures of shortcomings, but the full measure of their character, skill, and devotion has been demonstrated from Bataan and Corregidor, to Bizerti and Anzio, to the Normandy Peninsula. No defense beyond these demonstrations of skill and devotion is needed in this critical hour of American history.

Public education has long since demonstrated its essentiality to the winning of the war. The public-school teachers, who, by the Philistines—the enemies of the children of light—have been charged in the halls of Congress with seeking selfish advantages in asking for living wages, have long since demonstrated that the services they have rendered to the youth of the nation in the dark days of economic depression and public neglect are the foundation of military victory on the far-flung battlefields of the earth.

If we know anything at all, we know that an army for the defense of the bulwarks of democracy and freedom cannot be fought by illiterates. We do not know the full extent of the number of men who have been rejected for military service because of lack of educational qualifications, but we do know that up until about a year ago 2,997,000 men between the ages of eighteen and forty-four years had been rejected because of physical, moral, and educational deficiencies. Nearly a third of these men were physically fit and otherwise qualified except for practical purposes they were illiterates.

Illiteracy and near-illiteracy are the products of neglect in past years and must be stopped at their source. That can be done only by giving an American standard of educational opportunity to all the children of all the people of America.

The nation has never undertaken any such program. For the most part the blessings of education to our national preservation are not the products of any demonstrated interest of the United States government in the education of the masses of the people. For generations too many of the representatives of the American people, like the swine who fatten on the acorns

of the mighty oak, never look above to see whence their blessings have come.

The public schools of this nation have been in the midst of a crisis for some months. During the last two years 360,000 teachers were new to their jobs. In all there are only about 900,000 schoolteachers in a normal year.

With nearly 100,000 teachers entering the military service during the last two years, and about 65,000 entering industry and similar nonteaching employment; with some 13,000 classrooms vacant because teachers could not be found, and some 29,000 teaching positions abolished as a result of overcrowding classes, abolishing subjects, and closing schools; and with over 55,000 teachers teaching on emergency certificates, no further evidence of the crisis in education should be needed.

The origin of the crisis in education is not a shortage of qualified persons to teach school; the shortage is in the funds to pay living wages to teachers so as to meet the competition of the federal government and of private industry. Last year 253,000 teachers were being paid less than \$1200 per year; 44,000 received less than \$600. Last year the annual average salary of all teachers was \$1550, while for rural teachers it was only \$959. Their salaries can be compared with the annual salaries of federal government employees, excluding military personnel, \$2235; employees in manufacturing industries, \$2363.

The cost of living has increased during the war period 26 percent in cities and 39 percent in rural areas, but teachers' salaries have increased on the average only 8 percent.

Schoolteachers are the largest class of employees engaged in an enterprise essential to the winning of the war and peace for whom the federal government has done nothing to adjust their salaries to meet the current cost of living. The Congress has increased the pay of federal employees by about 25 percent. The increase of more than 80 percent in the wages and salaries in manufacturing has been paid almost entirely by the federal government, since most of the industries are engaged in production for the government under war contracts. The government in making war contracts takes into consideration the cost of wages, has the power and the machinery to fix wages, and guarantees the entrepreneur at least 6 percent profit.

The facts as to the inequalities of educational opportunity among the states of this Union are too well known to need repetition here. It is a known and irrefutable fact that the inequalities and lack of educational opportunities are not due to lack of interest or effort on the part of the cities and states where educational opportunity is least. Only an intolerable bigot or an economic ignoramus would any longer argue that a long-range program of adequate educational opportunity for all American children and youth is merely a matter of the states placing their fiscal houses in order.

The inequalities of educational opportunity are due to the inseparable differences in economic ability of the several states on the one hand, and on the other hand, to the differences in the number of children in proportion to the adult population. As a nation we are spending the most money for

education where there are the fewest children and on children who in turn will have the fewest children. As a policy for a democratic nation we are fast pursuing cultural, economic, and political suicide.

For years we have endeavored to secure a policy of national contribution to supplement state and local effort to support a standard of educational opportunity adequate to national security and prosperity. Those efforts have as a final result proved of no avail.

Unfortunately in the halls of the United States Congress there has for years been a selfish and unenlightened minority who, both by accident and carefully nurtured machination and design, have been able to prevent the cause of the public schools coming to a fair vote in the nation's legislative assembly.

Those minority enemies are still in power. It remains to be seen whether a united teaching profession can yield a democratic influence sufficiently strong to produce a genuine expression of majority opinion.

When I make the statement that there are powerful enemies to the cause of education sitting in the halls of the United States Congress, it becomes an easy matter to cite the evidence. Among the individual saboteurs of public education is a senator from Ohio, Mr. Taft. His opening statement in the debate last October was to this effect: "This is a revolutionary proposal, probably the most revolutionary ever made in the Congress of the United States. It does not relate to the war effort. Nothing we can do about education will in any way affect the conduct of the war."

Senator Milliken of Colorado tossed a challenge to teachers, not only of his own state, but of the entire nation, when he said: "I have not had a single request from the rank and file of the people of Colorado to support the bill. Every request I have received has come from the teaching profession."

Then, to make clear his disbelief, the senator from Colorado added that the 1,000,000 men rejected from military service because of educational deficiencies were for the most part all morons and incapable of receiving education.

It is disappointing that those of us in the educational fraternity have not sufficiently impressed the cause of public education upon the laymen constituency and the parents of the children to cause a spontaneous outburst of support for a piece of legislation such as we had before the Congress last October.

For years the House Committee on Education has been deliberately filled by a minority known to be enemies of public education. The situation is no different now, altho we have had some very staunch friends on the Committee.

I wonder if those who are listening to me realize that only one time, so far as I have been able to find in the written history of the United States Congress, has a major educational bill for the benefit of the masses of the people thru the public schools been approved by the House Committee on Education?

In 1917 when the Smith-Hughes Bill was enacted, it became necessary for the House itself to take the bill away from the Committee, altho the chairman of the Committee was the author of the bill. We are now in a similar position with respect to the Ramspeck Bill. Fortunately, the Congress has provided a democratic means by which the members of Congress can overcome the handicap of being blocked by a committee that deliberately undertakes to block the will of the majority. This method is known as a motion to discharge the Committee. It is a thoroly democratic method. It has been provided by the House of Representatives itself as one of its rules of operation.

My friends, you will find congressmen who will tell you that they do not believe in that method of handling legislation in Congress. The answer is that if it is not the proper method, then a majority of the Congress ought to vote to repeal it, and as long as that is the democratic method of handling legislation, there is certainly nothing unbecoming in any congressman or any group which is dealing with congressmen urging the signing of a petition to discharge the Committee, which has now had a bill for more than twelve months, altho having voted to have a hearing, and which has continuously postponed the holding of the hearing. We are not certain now that we will have one, altho we probably will in August.

The fight is on. It is up to us. Do we expect to continue to take a licking lying down, or as American citizens do we assume the responsibility for voicing the needs of the schools of the people's children?

It behooves every one of us when he returns to his home to contact his congressman to urge him to sign this discharge motion as soon as the Congress reconvenes. It becomes a duty of each of us to inform the lay constituency of the schools of the situation and have them contact their congressmen. The time is now! It is not after Labor Day. It will not be after the election in November, for after the schools open in September, there will be hundreds of thousands of children victimized every day and every hour by the national neglect of the cause of the public schools.

We have powerful friends in the Congress. I would have you remember that one of the great friends of the cause of public education is Senator Elbert D. Thomas of Utah and that he is up for election again in that great state.

It is the duty of every schoolteacher in that state to see that Senator Thomas comes back to Congress to lead the fight for education.

My friends, we have recently had some demonstrations of the power of the influence of teachers working in a righteous cause. It was no accident that Lister Hill returned to the Senate in the Alabama election. An overwhelming majority of the schoolteachers of Alabama went all out for Mr. Hill. The result speaks for itself.

It was no political accident that Claude Pepper will again sit in the halls of the United States Senate to lead the fight for the common people of his state. The schoolteachers of that state made their contribution. In

the run-off primaries of that state, federal aid was an issue; federal aid won.

Again, my friends, it is no political accident that that not-so-distinguished Republican senator from Oregon will not again grace the halls of Congress!

The power of the organized teaching profession has but begun to find expression and I predict that before next November 7, there will be many people in the nation aware that the school children of America have a voice of justice and equity as well as a voice of power and influence.

In these United States of ours, we believe in the democratic doctrine of equality of opportunity. We believe that if by public processes and private belief and practice we can keep the doors of opportunity open to all Americans, the rewards in our economic system will tend to be distributed themselves somewhat according to merit. So long as we subscribe to that political and economic philosophy, there is no choice for us as a democratic nation except to make large investments of economic resources to keep the doors of opportunity open to American youth. That can be successfully done only by a universal system of free public education. For these reasons I believe that an action by the United States Congress giving federal aid to the states for the support of public schools will strengthen the faith of the American people in the long future of American democracy.

The question is, What will you do about it?

REPORT OF THE EDUCATIONAL POLICIES COMMISSION

PAUL T. RANKIN, ASSISTANT SUPERINTENDENT, DETROIT PUBLIC SCHOOLS;
AND MEMBER, EDUCATIONAL POLICIES COMMISSION

Presented at Third Business Session, Representative Assembly. See page 182.

THE EDUCATIONAL POLICIES COMMISSION was created in 1935 by the National Education Association and the American Association of School Administrators. The purpose was to formulate and recommend guiding policies for American education. Let me stop right here to differentiate between the formulation of major policies and the actual determination of them. This Commission has neither the responsibility nor the authority for deciding on the policies in accordance with which American education shall be conducted. That prerogative rests with the people in the several communities and states of the nation.

The function of the Commission is to identify and study the critical problems facing American education before they become acute, to state the policies that seem most likely to aid in solving these problems in the best interest of the American people, and to present and interpret these statements of policy to school people and interested lay persons. During the life of the Commission, attention has been given to a wide variety of issues, most of which may be grouped as follows: basic policies relating to education in American democracy, education for functional citizenship, the place of education in providing a lasting peace, and the education of youth.

Many of you will recall the series of major documents prepared and published by the Commission several years ago, dealing with truly basic matters. Let me run over the titles quickly: *The Unique Function of Education in American Democracy*, *The Purposes of Education in American Democracy*, *The Structure and Administration of Education in American Democracy*, *Education and Economic Well-Being in American Democracy*, and *The Education of Free Men in American Democracy*. These were and are important formulations of policy. They have already had considerable effect on educational practices. The formulation of purposes, for example, has influenced greatly the redirection of emphasis in curriculum development in many states and local school systems.

The process by which these and other publications are prepared and promoted is of some significance. The Commission, with the help of consultants thruout the country, tries to foresee and define the problems that may become critical, and attacks them. For each problem, as, for example, the implications for schools of the G. I. Bill, the Commission as a whole agrees on the general issues and points of view to be presented. The first draft is then prepared in accordance with this plan by a member of the Commission, a staff member, or some outside person who is especially competent. The draft is then reviewed with great care by the entire Commission and revised. Some reports go thru this process as many as three or four times before the document is deemed ready for publication. The product has special merit, in my judgment, because of the process by which it is prepared. The Commission publications combine the values of individual authorship and committee preparation. The first draft of each document is written by an individual who is specially qualified, and thus it has a continuity of style and thought-development that is usually associated with the work of an individual as contrasted with that of a committee. This draft is then gone over and modified by the entire Commission, representing various schools of educational thought, different educational positions and responsibilities, and different sections of the country. Finally the document is published and made widely available at nominal cost. The fine support given by the National Education Association to the Commission has made it possible to have meetings of sufficient length and with sufficient frequency so that there can be a real meeting of minds in the improvement and refinement of the product.

A second major interest of the Commission has been the improvement of those phases of education directed to the development of good citizenship for a democracy. Many of you will recall the volume entitled *Learning the Ways of Democracy*, which reported the superior practices revealed in visits to ninety different secondary schools distributed over the country which were judged to have made more than usual advance in the methods of developing enlightened citizenship. This volume is a reservoir of effective practices in every aspect of the school program designed to promote good citizenship. The Commission published also a series of pamphlets making concrete suggestions to aid teachers in their work along this line. In this phase of its work the Commission has been animated by the desire to insure

that every child and youth in American schools shall develop full appreciation of both his rights and his obligations as a citizen in our American democracy.

A third interest has been the place of education in making and keeping the peace. Just over a year ago, the Commission published *Education and the People's Peace*. After several reprintings, this bulletin has now had a distribution of over 100,000. It proposes a definite policy and program of action whereby organized education may be systematically used on a world-wide basis to prevent those conditions which lead to war, and to promote conditions likely to produce peaceful relations among nations.

The Commission has published two other manuals to implement the basic statement on *Education and the People's Peace*. One of these, entitled *Learning about Education and the Peace*, seeks to encourage the discussion of this subject in high-school classes. It has already had wide distribution and has required three printings. I hope, however, that many of you will see to it that this bulletin gets even wider use among the high schools of the land in order that our youth may appreciate the large potential place of education in making and keeping the peace. Another bulletin is entitled *Let's Talk about Education and the People's Peace*. This manual, illustrated by some very clever drawings and cartoons, is a study guide for adult forums and other groups. Here again I hope you will help to publicize this and the other documents on peace in your own community.

In this general connection, the Commission, acting jointly with the Problems and Plans Committee of the American Council on Education, has adopted a statement entitled "Does America Want Conscription as a Permanent Peacetime Policy?" This statement, which opposes the adoption of any policy regarding peacetime military training until the war is over, was published in the May 1944 *NEA Journal*.

The basic document in this area is the bulletin, *Education and the People's Peace*. The Commission has given major attention in its promotional work this year to secure action on the recommendations for (a) the prompt establishment of a United Nations council on educational policy, and (b) a permanent international agency for education after the war is over.

The chief recommendations of the report have been translated into Chinese, Spanish, and Portuguese. Members of the Commission and its staff have made over four hundred addresses on education and the peace in communities thruout the United States. These have been supplemented by five major network radio programs and twenty articles.

The Commission is in close touch with the State Department, the Office of Education, the United Nations Relief and Rehabilitation Administration, and the International Labor Organization. Provisions for educational reconstruction have been written into the UNRRA agreement. An American delegation has been sent to collaborate with the London Conference of Allied Ministers of Education, and a draft of a constitution for a United Nations organization on education is now being studied in our State Department.

The fourth area of major interest in the Commission is the education of youth of secondary-school and early-college age. During the war we have learned a lot about what to do and what not to do with youth. We are not going to return to prewar patterns. Sensing this three years ago, the Commission started on the development of a statement of policy and some recommendations as to procedure. A 400-page report on this subject, under the title *Education for All American Youth*, is now on the press. It is expected to be available the latter part of the summer. Also, a 64-page pamphlet based on this report is now in preparation for publication jointly with the Department of Secondary-School Principals. These documents outline with many illustrations the characteristics of a good postwar program of education for the youth of America.

In addition to these four major areas of interest, the Commission has given special attention to the formulation of wartime policies for the schools. It has published *The Support of Education in Wartime, A War Policy for American Schools*, and other documents.

The Commission has on the docket now and proposes to issue during the remainder of 1944 reports on the following subjects:

"Federal-State Relations in Education," to present and promote the acceptance of sound policies as to federal-state relations in education.

"Juvenile Delinquency," an emergency report on how the schools may help prevent and/or remedy juvenile delinquency.

"How To Criticize the Schools—Intelligently," to present material that will support modern instructional procedures during the war and in the transition period.

"Fit To Be Free—A Postwar Program for Health Education," to present, in cooperation with the American Association for Health, Physical Education, and Recreation, long-term policies for school health.

"Educational Services for Younger Children," long-term planning and policies to be followed in extending educational services to children below six years of age.

"Policies for Education Growing Out of the GI Bill," the implications for schools of this important Act of Congress.

All of this program of study, policy formulation, and interpretation has been made possible by the financial support given by the National Education Association, the American Association of School Administrators, and the General Education Board. This last year it has been possible to meet the demands more fully because of additional monies being made available from the NEA War and Peace Fund. And several states are using their share of the War and Peace Fund to do on the state level what is being done on the national level thru the NEA share. On behalf of the Commission, I want to express appreciation to the members of this Association for your support of this Commission's continuing program of study in the formulation of broad educational policies.

Finally, what should the Commission's work mean to you as individual members not only of this Assembly but also of the Association? First, may

I urge that you yourself read and become familiar with the contents of the major publications at least. They are not written for someone else; they are written for you. All of us want to keep up with the major trends in educational thought. I commend to you the publications of the Educational Policies Commission as being particularly worthy of your personal consideration. But reading alone is not enough. You and other school people thruout the country, after examining these statements of policy, need to accept them or modify them so that they are acceptable. You need then to help put them into practice. Statements of policy may be ever so good, but they mean nothing in American education except to the extent that they are translated into practice in the classrooms of America. I hope that you will encourage the members of the local associations whom you represent here today to become similarly acquainted with these publications and to use them in local educational planning.

As I said at the outset, the Commission's job is to identify early the major issues, to formulate recommended policies and plans, and to get action on them. Your help is solicited in all three steps—discovery of the critical problems, development of policies and plans, and action to meet the problems.

GREETINGS FROM THE AMERICAN LEGION

WARREN K. ATHERTON, NATIONAL COMMANDER, INDIANAPOLIS, IND.

Presented at Third Business Session, Representative Assembly. See page 185.

I AM PLEASED to have the opportunity of bringing a message to you from the 2,000,000 fathers and mothers whose lives were violently dislocated by war a quarter of a century ago and who today are the parents of most of the young men and women whose lives are again violently dislocated by the ogre of war.

The American Legion is composed of members who wore the uniform of the armed forces to protect the rights guaranteed by the Constitution of this country, one of the most important of which is freedom of thought and of education. For that reason, we have been seriously concerned in the support of the institutions of education during the twenty-five years of the existence of our organization, and I can assure you that that interest and that support will continue as long as there is a member of the American Legion!

Our great country has made more progress in a century and a half than have all other nations in that time. This nation of ours has lifted the plane of living of its people higher in 150 years than has ever been attained in the history of mankind.

In spite of that progress, we have not, and neither have the peoples of the world, solved the problem of frequent war which threatens civilization. We, the most enlightened and progressive nation on earth, must solve that question. The American Legion believes that the solution lies in a will for peace combined with strength.

We have made the progress that this nation has made in proportion as the culture and the facilities for education have progressed. As the little red schoolhouse appeared at the crossroads, as that red schoolhouse developed into the modern institution of today, as our land has come to be dotted with institutions of higher education, so has progress been made more rapidly, so has the lot of our people improved, so have the living conditions of the people blessed by birth within this nation improved again and again.

It is for that reason that we pledge to you this morning our continued support in that which contributes so much to the betterment of the people of America. It was with that thought that the American Legion fought long and hard to incorporate into the G.I. Bill generous provision for continuing the education of the young men and women who have been taken from the high school and from the higher schools of learning of our nation to fight to preserve our safety and security.

I am sure that the National Education Association is just as conscious as the American Legion of the necessity for solving the problem which seven times in the last 150 years has plunged this nation into war.

The National Education Association, I am sure, is just as desirous as the American Legion of devoting every effort to the speeding of that solution and it is just as sincere in its desire to find a means of accomplishing the desired end. The will for peace, coupled with strength, is the solution to be ascertained from recorded history. Education, as I understand it, is the science of ascertaining facts and laws of nature and applying them to the betterment of human kind by dissemination and teaching.

An examination of the facts of history discloses that wars have recurred almost annually since the beginning of history. Those facts disclose that weak nations have had nothing to do or to say in influencing the world toward peace. During the rather infrequent periods of peace in the world's history, the world had peace because there was a dominant, strong nation that desired the world to continue at peace.

An outstanding example of the fact that weak nations can make no contribution to peace of the world, chained, pillaged, and pilloried down thru the century, in effect without voice in world affairs, is the United States. She was unprepared, yes, practically undefended, raising her voice always in the interest of world peace, advocating self-disarmament, endeavoring to set an example of pacifism to the rest of the world. She has been forced to fight for her very life seven times within the period of the lifetime of two people who each lived to be the age of seventy-five years.

It was Patrick Henry who said that the only lamp that he knew to guide his path was the light of experience. By that lamp and by that light, weakness in the United States of America will not bring a life of peace to the boys and girls now attending the schools over which you preside. Weakness offers no hope of peace to these boys and girls. Rather do the facts of history force the conclusion that the only hope for peace during the remainder of our lives for this nation and for succeeding generations is that we can cultivate in our country an undeniable will to keep the peace,

while at the same time putting into the right arm of this country sufficient strength to command the respect of the rest of the world!

That is not war-mongering talk. That is just plain common sense! We are living in a world, hardheaded, practical, and prone to breed Hitlers, Mussolinis, and Tojos that we, born between the Atlantic and Pacific, cannot control. We should recognize that we have been born into that kind of a world and endeavor to protect ourselves and protect our ideals from the kind of people that we have to live among in this world. At the same time, within our nation that we do control, we should endeavor to advance the ideas, endeavor to set forth and to promulgate the ideals which will eventually lead all nations to settle their differences at the peace table.

Twice now, within a quarter of a century, we have had to build fire apparatus to put out a world holocaust after the holocaust had started. After the first terrible catastrophe, as rapidly as we could, we threw away the fire equipment with which we had put out the fire. We sank ships of the United States Navy; we reduced the United States Army to a mere 118,000, all of whom could have sat in Soldiers' Field at Chicago on some Saturday afternoon to enjoy a football game—with plenty of seats to spare.

We led the way in outlawing war by a solemn declaration joined in by the written signatures of all of the nations of the world, unfortunately to the extent of the loss of hundreds of thousands of lives, of the crippling of hundreds of thousands of young Americans, of the setback in the education of the young people of this country for a period of probably five years, at a cost of billions of dollars taken from improvements that should have promoted the culture and the happy living of our people.

We have found that that cost does not protect our nation. President Wilson in 1914 raised his voice against the plunging of this world into chaos. He raised his voice against the then threat to the civilization of the world, but the voice went unheeded. He was laughed at in the councils of the staff of the central party because they knew the United States was weak, because they knew we had no reserve of trained officers, because they knew that the youth of America had never been trained to defend a nation or to offend against world gangsters. So they went blissfully on their way, laughing off the threat of America.

We prepared after the declaration of war, after the declaration of a war that might have been prevented had the United States been stronger. But that preparation was the hard way. That preparation was at a greatly increased cost over what would have been the cost of an adequate and sufficient preparation down thru each year of the existence of our country.

In 1938 and 1939 the President of our country warned Hitler against the possible destruction of this world in which we live; again the voice of the great President of the United States went unheeded; again this nation, potentially the greatest in the galaxy of nations, was derided and laughed at; again this nation that should be the proudest and strongest of nations, was kicked into a world war, a war for which it had to prepare, a war which it had to fight after an enemy had doublecrossed us, stabbed us in the back, sunk our fleet in one of our own harbors!

You, the educators of our nation who have so great a responsibility and so great an influence in shaping its future course, must decide now whether you will shape that course so as to prevent the recurrence of world catastrophe.

During the past several years, in almost all our schools, there has been a participation in the program of stepping up the war effort. Most of you, I am sure, have been participating directly in the training of students in the ASTP courses, or in the Navy "V" courses, or other courses preparing men for the part they are to play in national defense. I am sure that you have found at firsthand that such training does no harm to an educational institution, that it contributes to its discipline, that it contributes to its morale, that it contributes to the habit of study and of application, that it contributes to an orderly progress of education, and that a similar system can be continued in the years of peace as an insurance against the recurrence of war.

As men took off their uniforms of khaki in 1919 they pledged themselves to support a program of military training in the United States. We of the American Legion have continued our support of that program down thru the years. Today, in the light of experience, we are more than ever committed to the initiation of such a program. The development of the deadly science of war has brought a need for the teaching of subjects, even in the preparation of war, that are a part of the science of education. We can see that the training which will contribute to the health, to the discipline, to the loyalty of on-coming generations will embrace education; and that that training can, as it has during these war years, be best given in the existing educational institutions of our country under the jurisdiction of the War and Navy Departments; that that training can be of such a character, given at the conclusion of a high-school course, or during a college course, that a pupil will receive sufficient credit that there will be no loss to his educational training at all; that on the contrary, there will have been given to him and to her a year of helpful education by the United States government in return for the preparation to be prepared to defend the principles of our great country.

Heretofore, our young folks have had the privileges of American government thrust upon them at age twenty-one. I am not so sure that they attached any great value to all those privileges because they were forced upon them without any effort, without any contribution on their part, without any preparation to defend the principles which make those privileges possible.

I have just returned from the Pacific war theater, 30,000 miles of flying, from the islands recently captured by the young men who have gone forth to fight for you and me—Makin, Tarawa, Guadalcanal, Bougainville, the Admiralty Islands, and so forth, and all of the Central and Pacific war theaters. I have seen there the great cost of preparing for a war after it has been thrust upon us.

Two and one-half years ago our fleet was at the bottom of Pearl Harbor. Our Army was as yet unselected and untrained. We had thus far failed to

provide the facilities for the production of planes and tanks and food and medicine and all that it takes to win a war. We have in large measure recovered from that, tho in the period of recovery we have backed up from Bataan; we have backed up from the East Indies; we have backed down thru New Guinea; we have backed down the Pacific Ocean at an enormous cost in lives, ships, and treasure. But the tide has turned. We are going the other way—we are going the other way fast and surely, and before the end of this year, I believe that I can assure you with certainty that we will have relief in the starving mouths of the starving survivors of Bataan!

In doing this, we have demonstrated the fortitude and the ingenuity of the genus American. Down thru the years we have read in every book that the white man could not live in the tropics, that the tropics were deadly to the white man and friendly to the yellow race. We have proved that with the aid of modern science the contrary is true.

When we first went into the tropics, when we first went into those islands where the rainfall amounts to two hundred inches a year, when we first went to live in the oppressive heat where tropical diseases are rife, we did pay the penalty. There was an incidence of more than 200 percent per year of malaria among the first Marines who landed at Guadalcanal, because the white man had not yet learned how to live and support himself in the tropics. But that has changed.

Now the malaria control unit lands with the second wave; immediately they begin to drain swamps and ponds; immediately they begin to spray every puddle, the bank of every river, every damp spot; immediately they begin to net in the places where the men are going to eat and provide nets and screens under which men can sleep. Daily those men are required to take malaria until the incidence of malaria has been reduced to a fraction of a percent. There are almost no casualties from malaria in the Pacific war theater at this time at all.

I am sure, too, that the parents and relatives of men and women in that theater will be glad to know that like progress has been made in the control of the other dangerous tropical diseases until the average health of our men in the tropics today is better than the average rate of health of the civilian in the United States. That is contributing to the winning of the war, because captured Japanese records show that they are suffering far greater loss of men due to the incident of tropical diseases than we are.

In the prosecution of a marvelous campaign designed for the greatest progress at the least cost of life, we jumped ahead on that strange island of New Guinea, once a barrier to our progress from Australia, 1500 miles long, with peaks 16,000 feet high, steaming jungles in hundreds of thousands of square miles of swamp. We have conquered that island, jumping over the heads of Japs from harbor to harbor, shutting off their supplies until now in pockets at Bougainville, at Rabaul, at Cavein, and many others of the islands back of the line from Dyak to Saipan, there are more than 200,000 Japanese cut off entirely from supplies of food and munitions, and who have the choice of either starving to death, succumbing to jungle diseases, or dying for the Mikado they profess to worship.

They cannot live in the jungles that they boasted they were masters of. Those who have scattered in the jungle bases at Dyak are dying like flies. Out they go. Within two weeks, the dampness and humidity of the jungle corrodes their weapons. Next their shoes go, next their clothes; then their quinine runs out; they drink the dirty water of the jungle, fall victim to some other tropical disease, and our patrols going out to get them find them scattered here and there like flies that have been "Flit-ted"—let's say!

The solution of mastering the jungle has been the practice of that new \$64 word, "logistics."

We have learned to construct great bases with hospitals for the care of the wounded, with food and munitions stored for the use of the men at the front, so that no man who fights for us today falls because of the want of the thing that can be supplied by us to him thru the bases that have been constructed.

The Jap has had possession of these places for two years. He has put up a few rickety buildings; he has had a few piles of rice; he has had one little wharf that ships could tie up to; he has had one little airstrip that we could not use with our little bombers. The second day after D-Day, with our caterpillars and earth-digging machinery that we brought ashore, we had begun the filling of swamps. We had moved the jungle out of our way. Within thirty days a city of 100,000 soldiers, with electric lights, refrigeration, streets, and sanitation, was in full operation, engaged in the preparation for the next attack.

The things we have accomplished in that respect are best illustrated, I think, by this story: A Jap was captured, brought down to headquarters to be interrogated. He was asked who were the best jungle fighters. He replied, "O, Mr. Japanee man very good jungle fighter; Aussie man he good jungle fighter, too. American man not jungle fighter—he move jungle, then fight!"

In the course of inspection of the Mediterranean theater last year and in the course of this trip, I have visited nineteen different countries, some of them friendly nations. I mean no offense to them by what I am about to say; I only record the facts that I beheld. In every one of these countries the great mass of the people were ignorant and diseased and poverty-stricken. There was no public system of sanitation. There was no public provision for hospitals. There was no public-school system.

Those people were wallowing in the conditions in which their fathers and their grandfathers and forefathers before them had wallowed for hundreds of years.

At Marrakech, French Morocco—that city 1000 years old, with its circular wall still intact—I was invited to have dinner with the pasha of that district, the head of 2,000,000 Arabs. About dusk we entered thru the walled gate and wended our way down one of those little, narrow, twisting paths. We had to go by the market place, redolent with the stench of 1000 years. We had to twist down that little street, too narrow almost for one automobile—we were stopped because donkeys and camels had to be backed into the stores so we could get by. Again and again we were stopped by

the beggars who mass themselves in the street to beg for alms before they would let us progress.

After some two hours, we reached the center of the city and the palace of the pasha. Drawn up in front were three hundred magnificently uniformed body servants. They led us down thru a long, marble piazza and into the interior of a court more magnificent than I have ever beheld in all my life.

From there we were taken to the reception room, where the ceiling was inlaid with gold leaf, silken hangings on the walls, Persian rugs all over the floors—a room more redolent of wealth than anything I ever beheld. Soon the pasha came in and greeted us. He was a most courtly gentleman. In contrast with his people whom we had seen clad in rags, he was clad in a beautiful Arab garb of white satin.

He was most courteous to us. He invited us into his dining room. We squatted around, Arab style, at the little, low tables. We put our left hand behind our back and went to eating with our right hand, as is the Arab custom. Things were put out on the table and we did our best to pull a chicken apart, or pull off the leg of a chicken, with one hand, or get a bite off breast off the turkey.

We were served omelet, boiled pigeons, boiled chicken, roast pigeons, roast turkey, a quarter of lamb, and some native dish all spiced up so that they had disguised the taste of what it was originally made of, and finally a very liquid French pudding. At the end of some two hours, we were magnificently overfed, and I was grease from elbow to neck!

It was the most magnificent cooking I ever enjoyed, but I went out with the realization burned into me for all time that it took 2,000,000 starving, impoverished, ignorant Arabs to support that palace and a handful of the pasha's followers!

I went out of there impressed for all time with the truth of the fact that those people have not progressed an inch in 1000 years because of that system that rides on the back of its poor for the benefit of a few. For all time I was inspired for the crusade to maintain the institutions of this great land that permit all of us to enjoy comforts; that permit all of us to have the hope of betterment of ourselves and our families, to choose the direction in which our families will go, to choose the religion that we want to make ourselves a part of, to have the opportunity of shaping our own lives and of continuing our country in the path of uplift and progress that will offer hope of peace on earth and goodwill to men!

THESE TIMES CALL FOR ACTION

WILLARD E. GIVENS, EXECUTIVE SECRETARY, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

This address, prepared for delivery to the Representative Assembly, Fourth Business Session, was not given because of the pressure of business and the shortage of time.

THESE TIMES CALL FOR ACTION. Our local, state, and national organizations have excellent professional programs, but their programs of action are utterly inadequate.

If we really believe in educational opportunity for all children, in better schools, and in well-prepared and well-paid teachers, we will develop the professional unity, the organizational machinery, and the driving power thru which these can be secured.

The million teachers of this country, professionally unified, intelligently aggressive, and sanely courageous, should stand together and fight for youth, for fellow workers, and for public education. Education is the road to human progress.

Germany recognized the mighty power of education, but debased it to build her whole scheme of conquest and power, hate and greed.

The vast achievements of the Soviet Union in the present conflict would have been impossible without its widespread educational program of the last twenty-five years. During 1943 Russia, in spite of the gigantic cost of war, increased expenditures for education by 30 percent.

China, awake to the power of education, has actually carried her universities on the backs of her students more than 1000 miles inland to escape the frenzy of a ravaging enemy.

Great Britain is embarking upon the boldest educational program in all her history—a plan which will almost double the expenditures for education. Why? Because the war has driven home to her the tremendous value of her human resources.

There is power in education. Failure to use this power is shortsighted and costly. We are fighting a war for freedom and liberty thruout the world. We have condemned and we are determined to crush the Axis philosophy by which German youth were schooled to follow leadership blindly.

In our country most people make their own decisions, but in far too many cases they do not have enough education upon which to formulate sound judgments. Of our adult population 3,000,000 have never gone to school at all, 13½ percent have not completed the fourth grade, and 75 percent have not completed high school.

The underprivileged need more education so that they may seek justice in ways that will help, rather than hurt, their cause. Those who would keep the underprivileged down need to be educated so they can understand that democracy must work for all or it will fail for all. Only when all the people are well educated can we hope to build a healthy society and a prosperous economy and keep them within democratic controls.

We pride ourselves upon our American schools but the plain, blunt truth is that at many points America's educational program is terribly inadequate. Otherwise, how could selective service report that 1,000,000 men have been rejected because they did not have a fourth-grade education and 3,500,000 men rejected because of health deficiencies which could have been prevented?

This terrific loss of manpower, occasioned by illiteracy and ill health, affects the production line as well as the fighting front. It affects family life and weakens our nation at every point.

Hundreds of our boys have lost their lives already in this war because they had not been taught how to swim, yet only half of the boys and less than half of the girls in the last two years of our high schools are today receiving any organized instruction in physical education.

Millions of our boys and girls are attending schools which are a disgrace to America. Hundreds of thousands of them are not in school at all. Child labor is widespread. One-fourth of the boys and girls between the ages of fourteen and seventeen are now in the nation's labor force and many of those who are in schools are being taught by teachers wholly unqualified even by the lowest standards.

There is no place and no need for illiteracy. Why should the wealthiest nation in the world, thru shortsightedness and selfishness, fail to develop all our human resources thru education? The time has come to put a stop to our human waste—not just in one community or in one state or in one region, but everywhere under the Stars and Stripes.

America's ideal is equality of opportunity for all. In practice we have never provided full equality of educational opportunity. Failure to do so always has tragic consequences. America needs the best talents of all her people.

The money we spend on education is an investment but we have been investing only \$2,500,000,000 per year. We need to double or triple this investment if we are to provide a satisfactory educational program for the United States.

The National Planning Committee, a private agency most of whose directors are businessmen, recently stated that if we make our economic system work reasonably well after the war we shall have a national annual income of at least \$110,000,000,000. The report goes on to say that with such an income we will spend:

- 25 billion for foodstuffs, as compared with 16 billion before the war
- 16 billion for housing, as compared with 9 billion
- 13 billion for household operations and equipment, as compared with 6½ billion
- 7 billion for automobiles, as against 4 billion
- 8 billion for clothing, as against 4 billion
- 3 billion for recreation, as against 1½ billion

Shall we under such conditions refuse to increase the \$2,500,000,000 which we have been spending for schools and colleges? Shall we, with the highest per capita income of any nation in all history, use our increased wealth to feed, clothe, and house ourselves in comparative luxury, to buy entertainment, airplanes, automobiles, radios, and refrigerators, and neglect

to spend any of our increase for the educational improvement of our children? We can readily afford the \$6,000,000,000 which a genuinely adequate educational program for all would cost. This would be the wisest investment that American citizens could make.

If America is to fulfil the promise of tomorrow, we must look forward to the development of a public-school system which will provide an adequate educational opportunity for every citizen, young or old. Intelligence must win or civilization will perish.

We, the teachers of America, have a great responsibility for helping our country to assume the place of leadership which the world offers it. It is not enough that we think of principals and superintendents and college presidents as leaders. We have far too many schools and colleges with one-man leadership. This is not consistent with democracy. It does not use the enormous latent power of the active teaching staff. Every teacher must be a leader. We must not be satisfied until every teacher is aroused and developed. Horace Mann, in his great address on "The Teacher's Motives" at the first annual meeting of our organization in Cincinnati in 1858, said:

All the high hopes which I entertain of a more glorious future for the human race are built upon the elevation of the teacher's profession and the enlargement of the teacher's usefulness. Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever the prospect of the elevation of our posterity; whatever faith in the general Christianization of the world—these aspirations and this faith depend upon teachers, more than upon any, more than upon all other human instrumentalities united.

We who are united in professional organizations must find ways of awakening our fellow teachers generally to a fuller comprehension of the urgency of our problems and of the increasing part which teachers and education must play in their solution. Our investment of men and materials in this war will be in vain if we as teachers do not rise to a full conception of our responsibility. While our sons, brothers, and husbands die upon the battlefields around the world to give liberty a chance, shall we fail to make the sacrifices and do the constructive work necessary for the perpetuation of these same liberties in the lives of the coming generation?

It is not enough that we give lip service to our great cause. We must give money when money is needed, time when time is needed, influence when influence is needed, and action when action is needed. I need not tell you that for a generation our struggle for federal aid has come short of victory because our teachers back in the congressional districts have not been sufficiently aroused to throw themselves actively into the battle.

Teachers should realize that the relatively small sums which they are investing in professional organizations are terribly inadequate. Dues of our local, state, and national organizations should be substantially increased. We need to arouse everywhere high appreciation of our professional cause and a willingness to invest more in our own future as teachers. Why should a teacher who has spent thousands of dollars and years of time preparing for his profession hesitate to put at least 1 percent of his annual income, as Oregon now does, into the further improvement of his profession?

We should move rapidly toward all-inclusive dues so that we shall not be obliged to spend so much of our time and money merely collecting fees. We need that time and money for programs of action.

We should have a national emergency fund of at least \$1,000,000 from which appropriations could be made to strengthen state and local programs of action and to help secure important legislation affecting the education of youth and the welfare of teachers.

We need to carry on intensive programs in public relations, in legislation, in teacher welfare, and in the international field. We must use conferences, motion pictures, radio, magazines, and newspapers more effectively. We must carry on an aggressive, hardhitting campaign for the protection and promotion of our great public system of education. Our young people must all be educated. They must be taught by well-prepared and well-paid teachers who have the social recognition and the employment security which encourages and permits them to do their best work for youth.

We should be able to finance an effective nationwide organization ready to act vigorously on a moment's notice. We should work for a wider participation of teachers within our various professional organizations. We cannot expect active support from the great body of teachers if participation is limited to a few. Our program should be one of education and our battle one against inertia and indifference. Every member must be made to realize the importance of the contribution which he alone can make. One reason for the success of our War and Peace Fund campaign was that it gave individual teachers something to do toward a definite goal.

We, as teachers, must fully recognize the importance of our work and act accordingly. Teachers build character and form personality. They shape in part and give character to the nation. They develop the basic wealth of nations, the character and intelligence of their peoples. "Without vision the people perish." Who are teachers if not the keepers of vision? If teachers lack vision, who shall point the way?

Teachers belong to a great company—the company of the Nazarene, of Socrates, Plato, and Aristotle; of Abelard and St. Thomas; of Rousseau, Pestalozzi, and Froebel; of Horace Mann and William James.

Our work is of such importance that we must fight for the conditions and resources that will permit us to do it well. We must educate our children for life, goodwill, and democracy with equal vigor. We must teach them to think for themselves.

We are working with people. People make a nation great. The story of every group, every organization, every community, and every nation is the story of people. All victories in war and peace are won by people. They mine the ore. They make the steel. They fashion the weapons. They fight the battles. They make or break the peace. We can build a greater America only as we develop people.

Let each of us ponder well the importance of our individual work and throw ourselves vigorously into the great battle for education. Ours is a vital work for into our keeping is placed the destiny of nations.

EDUCATION FOR INTERNATIONAL UNDERSTANDING

JOHN W. STUDEBAKER, UNITED STATES COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.

Presented at Fourth Business Session, Representative Assembly. See page 202.

TWO OR THREE YEARS AGO at the meeting in Denver, I remember I took a pledge with I guess about 4000 members of the National Education Association to go out and secure five new members for the NEA. I don't recall that I took the trouble to check up to see whether or not the 4000 people did that. I know I did my share, but I notice that this past year, from the record, the NEA has increased its membership more than any year in its history—that is by about 52,000.

I want to congratulate you on that superb record. It says something to me that is exceedingly significant after all these years of affiliation with the NEA. It says to me that you are doing something that is of fundamental importance, that is, you are gathering the power to represent the profession of education thru your voluntary organization as it ought to be represented, and I want to congratulate Mrs. Joynes and our great secretary, Willard Givens, and his staff on the planning that must have gone into this campaign in these days of crisis and relatively low salaries to inflate our membership to that extent.

I was in England in April. I was very happy, the second day I was there, to be able to meet with the National Union of Teachers, as they call it over there. I told them that about twenty minutes before I left for the airport, Mr. Givens had called me to ask me to bear his greetings and the greetings of the NEA to the National Union of Teachers in England.

You should have heard the thunderous applause when I said even that much to your friends and my friends across the sea!

I was very much struck there, as I am today, as I look back over the history of this Association in the *Proceedings*, to see the increasingly business-like fashion in which we get around to our problems. I remember the time, and so do you, when we would meet in annual session and drag ourselves to great, big conclaves and just listen to a lot of speeches. Relatively, there was little business done. As I look around this room now, it looks like the convention that was recently held in Chicago and like the one that is going to be held there two weeks from now. In other words, you have all the appearance of a business-like session, but the significant thing about that particular thing is that you stand midway between those two conventions in all respects!

That reminds me of an incident that happened the other day in Washington. A friend of mine who worked for several years in Washington had gone to New York to work. He called me over the long distance telephone, wanted to send some people down to see some of my colleagues. I said, "Send them down." Then I remembered that we had moved our location in Washington and since people do get lost around there, in more ways than one, I remembered to tell him that we had moved and I said, "Do you know where we are located?" He said, "Well, yes, as I remember, you are

over there between the brewery and the statue of William Jennings Bryan, aren't you?"

I said, "Yes, don't you think that is a good position to be in!"

I am reminded of that this afternoon, as I see you sitting there midway between these two great conventions, thinking out the problems of education.

Just one more reference to these proceedings in England. I was really amazed at the rate with which they proceeded to handle their problems. They had page after page of definite, specific, brief recommendations for action by that great, strong body of educators in England. They didn't seem to have much time in their meeting for glittering generalities; they were there to do business, as you are now. I think it is a grand thing that 1500 of you can come here not merely to exchange some ideas about the finesse of teaching—that is all to the good—but with it, determination to grapple with those problems of a business-like character which our profession needs to pay attention to and to get them in form so that they can be considered with a view to action.

That is what you need to do more and more. I am persuaded of it after all these years as schoolteacher, superintendent, and now these years in Washington.

I am going to speak rather formally for just twelve minutes. I am not going to try to detail what happened in England when I went over and spent the month of April. That would take too long.

The best I think that could be done in a brief account under the title given to me by your president is to express a point of view which I think we ought to have, and then to make three practical suggestions in terms of that point of view.

In an address in Boston not long ago, Lord Halifax, British Ambassador to the United States, told a story which serves well to point up the need for education for international understanding. It seems that an Englishman in Washington called a taxi and asked the driver to take him somewhere in a hurry, since the Englishman was, as he said, a bit behind on his "shedule." When they got to the destination the driver said, "You're English, aren't you?"

"Yes," said the Englishman, "do you mind?"

"I don't exactly mind," said the taxi-driver, "but whenever I hear a man talk like that, I want to give him a sock on the jaw."

Commenting on this incident, Lord Halifax remarked, "I know there are some of your people who are anti-British. They don't like us. They don't trust us. They want to have nothing to do with us. Maybe they are still living in the days of your historic Tea Party, or in 1812, or in the bad years of the Irish troubles. Or maybe they have got a totally wrong idea of our society and institutions as they are today. Or maybe it is just the old story of—

I do not love thee, Dr. Fell,
The reason why I cannot tell;
But this I know and know full well,
I do not love thee, Dr. Fell."¹

¹ Reported in "British Speeches of the Day," British Information Services, April 1944.

Whatever may be the reasons for our attitudes toward the citizens of other nations—whether they grow out of the history we have learned, from the dealings we may have had with taxi-drivers, or just because “I do not love thee, Dr. Fell, the reason why I cannot tell”—we are all of us agreed, I should suppose, that unfriendly attitudes can be quite harmful, and if widely held, even destructive of cordial relations with other countries.

If this could be true of our relations with Great Britain *in wartime*, as Lord Halifax implied in his Boston speech, how much more destructive of the spirit of unity and cooperation could widespread prejudices and misunderstandings be in affecting our relations with Russia, China, England, and our other present allies *after the war is won*.

In warning on this score, we need to remember the lessons of history; to recall that a coalition formed to meet a desperate military challenge may easily break asunder when once the victory has been won. In 1945 or 1946 or 1947, war-weariness and the desire to be left alone to deal with domestic problems may again command the attention of citizens in this and other nations. That happened in 1919.

After World War I we said, as some people may say again after World War II: “We have done our part. We have won the war. Now let our leaders see to it that this sort of thing can never happen again.” If we do that, the tremendous sacrifice of life and treasure will again have been in vain; again we shall have won the war but lost the peace.

Today the common interest, the common thought, the common purpose that animates the minds and hearts of the peoples of all United Nations is to achieve a just and durable peace; a peace that will bring the organized power of mankind to bear against any wilful aggressor; a peace that will provide a more substantial measure of justice and welfare to the peoples of the world. But what of tomorrow? Will that unity of purpose persist, especially when the citizens of the United States, or of Great Britain, or of Russia, or of China face the task of peace?

Now may I speak briefly about the work of rehabilitation? Last April I attended a Conference of Allied Ministers of Education in London as a member of the American delegation to help draft a tentative plan for a United Nations agency for educational and cultural reconstruction to assist the liberated countries.

In reporting the results of the London Conference, Congressman Fulbright, chairman of our delegation, said:

The only substantial benefit other than a defensive one, that we can hope to obtain from our great expenditures of life and wealth is some assurance of peace in the world. During the first world war, very little was done, before the end of hostilities, toward preparing for the peace The approach to this problem today is different and more promising. . . . Already, the House of Representatives has expressed its view that this Nation should participate in an international organization with power to establish and maintain a just and lasting peace. The Senate has confirmed this policy, and the *Executive* has participated with our principal military Allies in three great conferences at Moscow, Cairo and Teheran. Furthermore, the United and Associated Nations, 44 of them, have already undertaken collective action in the field of physical relief and rehabilitation, and in the field of agriculture, begun by

the food conference at Hot Springs. Now under consideration by these Nations is collective action in the field of education. Discussions concerning aviation, economics and political relations are also taking place. In this way we are seeking to build an international structure, piece by piece, on sound foundations which, if agreement can be reached in particular controversial instances, will support a workable machinery for the maintenance of peace.²

May I interpolate to say that the draft of this has been studied at the Department of State since we returned, as have the representatives of the other nations been studying in their respective countries; consultations have been and are going forward with respect to that draft with representatives of the Foreign Relations Committee of both houses of our Congress in an attempt to get their assistance in modeling the form of a future organization, a United Nations organization for education.

Whether we shall succeed in providing "workable machinery for the maintenance of peace," is one important question; whether we shall succeed in working the machinery is another. The answers to both will depend to a considerable extent not only upon the wisdom of the leaders of this and other nations but also upon the backing given these leaders. To enable its citizens to give *intelligent* support to wisely chosen leaders is a major purpose of democratic education. To do so with respect to international affairs is the purpose of education for international understanding.

In a democracy such as ours, education for international understanding is a responsibility of all agencies of public information and enlightenment. The pulpit, the press, the radio, the motion pictures, the public platform, the library, schools and colleges—all have their part to play. As to schools and colleges, it seems to me that their special responsibility (for the present and immediate future) lies primarily in the field of adult education.

It is the 90,000,000 adults in this country who, as citizens and voters, are in a position to make an enlightened public opinion immediately felt in the direction of our foreign policy. These adults must become well informed with respect to American participation in the organization of the peace.

For this purpose the facilities and faculties of our schools and colleges should be more generally utilized now, before the problems which confront us as a nation in the organization of the peace shall have hardened into formal decisions of public policy.

There are many persons, I know, who seem to think that the organization of the peace is, to use the slang expression, "in the bag." They believe that we can confidently *count* not only on the triumph of the Allied Nations, but also on the organization of a new, effective world agency and the persistence of a firm determination to achieve peace, prosperity, and the good life for all the people of the world.

Some of the popular public opinion polls would seem to support this kind of optimism as to the present attitude of the American people toward participation in some sort of international organization to preserve peace.

But is public opinion equally firm and clear as to the form the proposed new international organization should take or concerning our rightful

² U. S. Office of Education, Federal Security Agency. "A Report on Aspects of the London Conference." *Education for Victory* 2: 3; June 3, 1944.

obligation as one of its members? To clarify and confirm public thinking on this problem, there is, in my opinion, need for much public discussion of principles and much study of facts related thereto.

And so it is that I am convinced that schools, colleges, and libraries on and off the campus, in cooperation with other community agencies, can make an educational contribution of crucial significance to world peace by the more widespread organization now of adult forums and study-discussion groups.

When we turn to a consideration of the long-term responsibilities of schools and colleges for the education of oncoming generations of children and youth in international affairs, the focus changes from the machinery of international collaboration to the development of those underlying attitudes and solid understandings which will make the machinery work effectively.

Youth education for international understanding must perforce deal with a wide variety of facts and their implications. This subjectmatter seems to me to fall under four broad headings. First, there is history, with its account of the experiences of the race in the long struggle for freedom and self-government. A second major field of subjectmatter deals with contemporary problems. Here the student must come to understand the forces—economic, political, social, scientific, and ideological—which help to mold the pattern of events in our time. I might add parenthetically that the schools have more frequently failed to make students aware of these forces of contemporary life than they have to acquaint them with historical facts.

A third subjectmatter heading is political economy. Thru education our young people should become well informed concerning the instruments which men have devised—their political forms and their social and economic systems—for protecting the rights of the individual and for increasing his freedom thru self-government.

And finally, there is knowledge concerning the different resources, customs, peculiarities, and cultures of other peoples, the possession of which will help to temper our judgments and to broaden our sympathies toward our associates in the enterprise of world peace and goodwill. It is with educational activities in this last category that “education for international understanding” has been commonly concerned.

And yet I submit that all four of the categories I have mentioned constitute the necessary subjectmatter of education for international understanding. With appropriate adaptations for the maturity of the student these various bases for an intelligent understanding of the world should be taught in elementary schools, in the high schools, and in colleges; sometimes in courses in English and in history or in other social studies courses, and sometimes as separate “courses.” The particular organization of the subjectmatter for teaching purposes, whether in terms of history, geography, political economy, cultural areas, or some other principle of organization, is relatively unimportant so long as all American boys and girls now and in the years ahead become informed concerning the facts and see their implications for international understanding, peace, and goodwill.

Education for international understanding is not a passing whim of some educational idealists and enthusiasts. It is not education in "internationalism," nor in any other "ism." It is just good, sound, common sense education in a world of increasing interdependency. It can and will make a difference—a difference *in the immediate future* in bringing to bear an enlightened public opinion to guide and support our leaders as they seek to plan and to organize a just and enduring peace; a difference in the more distant future in inculcating in the oncoming generations those attitudes and understandings which not only dispose them to support the peace organizations, but also help them to be practical in making its machinery work.

So will it help to make actual the noble aims and accord expressed at Teheran by the Anglo-American and Russian leaders when they said:

We are sure that our concord will make it an enduring peace. We recognize fully the supreme responsibility resting upon us and all the United Nations to make a peace which will command the good will of the world and banish war for many generations. We have surveyed the problems of the future. We shall seek the cooperation of all nations, large and small, whose people are dedicated to the elimination of tyranny and slavery, oppression and intolerance. We will welcome them as they may choose to come into a world family of democratic nations. We look to the day when all peoples of the world may live free lives untouched by tyranny, and according to their varying desires and their own consciences. We came here with hope and determination. We leave here friends in fact, in spirit and in purpose.

THE CHALLENGE

THE HONORABLE PEARL WANAMAKER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA, WASH.

Presented at Fifth Business Session, Representative Assembly. See page 223.

I THOUGHT OF A STORY that I might tell you, illustrating a point of view.

This story is the story of Joe, who, when he was two years old, lost the sight of one eye. As he grew up, he was shy and didn't play with the other boys and girls of his own age. As a result, one Saturday afternoon, when the other boys and girls of his community were meeting in the basement of the church studying the lessons of Christianity, Joe was not there.

That Saturday afternoon, his father sent him down to the corner grocery for a pie and on his way back he came by the church and he heard the singing of the hymns. He pressed his little nose up against the window and looked in. When the Sunday school superintendent saw him, she didn't know just what to do, but being the kind of a person that she was, she beckoned to him to come in. When all the boys and girls looked at Joe, he was embarrassed and he didn't know just exactly what to do about it. He came around and he sat in the back row with his cap in one hand and his pie in the other.

After the singing was over, the Sunday school superintendent said, "Now, I am going to give you a test in the symbols of Christianity," and so she stood before that group of Christians and held up one finger. Joe in the back row held up two fingers. Then the Sunday school superintendent held up

three fingers and Joe held up his fist. Then she picked up an apple and held that up and Joe held up his pie.

After a little, she came down and gave Joe the \$10 bill for having answered all the symbols of Christianity correctly.

After the children had gone, someone said to the Sunday school superintendent, "Why did you give Joe the prize?" He had never attended Sunday school; he had never studied with them on Saturday afternoon.

She said, "Joe answered every symbol correctly. I held up one finger to denote the Son. Joe held up two fingers to denote the Son and the Father."

"Then," she said, "I held up three fingers to denote the Trinity and Joe held up his fist to show the power of the Trinity."

"And then," she said, "I picked up an apple and held that up as a symbol of the Garden of Eden and the commencement of life and Joe held up his pie, showing that he was willing to give his all."

That was the Sunday school superintendent's point of view.

When Joe went home, his father said to him, "Where did you get the \$10 bill?"

Joe said, "I got it from the Sunday school superintendent."

The father said, "What for?"

So he explained how he came to go into the church and then he said, "She stood there and held up one finger to tell me that I only had one eye, so I held up my two fingers to tell her that my one eye was as good as her two. Then she held up three fingers, that between us we only had three eyes and I held up my fist to show her I was mad and didn't like it."

"Then," he said, "she picked up an apple to hit me and I held up my pie to hit her back."

"And then," he said, "pretty soon she come down and gave me \$10 to go away and not hit her."

After hearing all the points of view that we have heard during the past two or three days, I thought perhaps that story might be appropriate. I thought it was particularly apropos because at the present moment we are concerned with one point of view, namely, that of using every bit of ingenuity, energy, invention, and education for the winning of the war. But in holding to that point of view, we're also faced with the development of another and that is that of determining what place education will have in the postwar period.

Roger W. Babson, writing in the *Washington Post*, May 15, 1944, had the following to say in connection with world conditions today and tomorrow:

Unless our efforts are supplemented by a spiritual and educational awakening, we may have difficulty in maintaining the equanimity necessary to see us through these momentous times. . . . Young people should now insist upon a good education. Wise are they who become experts in some one line of work. Whatever may happen to the capitalistic system, such experts will have little to fear. The best insurance against radicalism is to be an expert in something useful. For the next six years wise parents will pour money into foolproof education. This will be the safest of all investments and pay the biggest dividends.

It is fitting at this point to call your attention to the Educational Policies Commission's report, *Education for All American Youth*, since it clearly

points out the need for doing this job thoroly and with clear purpose so that democracy may survive. It points out that schools must teach the fundamentals of democracy and provide opportunities for participation. It emphasizes that since our nation is devoted to the welfare of its citizens as individuals, the schools must seek the fullest development of every individual for all the children of all the people. It clearly points out that education must survey the needs of today and tomorrow in making its plans.

And may I urge you when you get this report to read it. Some of you will say, "Yes, we are doing that now in our school system." We know that some are, but let us all, even if we think we are doing the job thoroly and well, again examine the thing that we are doing and see if we are actually doing the thing that we want to do now, and which we are charged with doing. I think we have the greatest opportunity in carrying out a program of this kind at this time.

Present world conditions make speculation on economic, political, educational probabilities a diversion and a device rather than an exercise in the extension of certitudes. In one sense it may well be said that any effort to forecast or predict in any specific fashion is most certainly foredoomed to failure. This last is obviously most sure to be the case when the attempt is highly specific in nature, but there are some things which can be said and gainsaid by no one—truly, we are confronted with some real facts and hard circumstances. Not only that, but amidst the welter of confusion and the crashing sounds of war there are emergent faintly discernible patterns to guide him who wishes to chart a pattern into the future.

The purpose of this discussion will be to mention three more or less closely emerging configurations which affect the future of education. It is not contended that these changes are absolutely unique in nature or that they are themselves *de novo* on the world's scene; rather, they constitute tremendous accentuations of trends whose faint threads of identification lead backward into the midst of antiquity. In charting a path for education, we face again the challenge of educating all American youth.

First of all, it can be said with considerable assurance that the world of the near future will be a world of uncertainty, a world of confusions and adjustments. It will be a world, at least for a while, of ups and downs. Virtually no authorities on economic and political events foresee a plateau of production such as the one on which we are now rolling. Differences between prognosticators are to be found in whether or not it is to be the recession or the boom which immediately follows the war. Obviously this condition of flux will involve all the world and all its peoples, but particularly will it involve those impressionable minds in process of schooling and those minds returning from the bitter and grinding experiences of war.

Educational implications are strongly indicated if a situation of vacillating uncertainty prevails for the next decade or so. It will be necessary to train the young to adjust to uncertainty as such. Human beings react in both general and specific ways to problem situations. In one sense the psychological essence of uncertainty is general, but a human being may be conditioned to it in a specific fashion, that is, by exposure to a series of learning situations

involving elements of uncertainty and problem-solving necessity. Training must, therefore, contain a strong strain of realism—an educational vaccination so to speak.

Second, there is a slight doubt but that the time-space ratio is changing. The common way of saying this is to remark that the world is a small place after all. This change is being effected not only by the mere mechanics of improved space coverage but by man's constantly improving prediction of the future thru controlled manipulation and statistical treatment of the variable facts of the past and present. There is no question at all but that the mature adult of the future will need to have had some contact with it during his formative years. After all, man has always tried to speed his way across the face of the microcosm on which he dwells. He has always tried to forecast nature's variable moods and to adjust and prepare himself for the advent of both propitious and dolorous events. Education must take cognizance of the world's relativity, not only of time and space, but of many correlated and interacting phenomena. Teaching children to detect relationships is difficult, but far from impossible. It should receive augmented attention from experts in curriculum and methodology.

The third matter for consideration is a pattern of pressure. The education of the future must do two things about overpressure. First, it must teach the child how to escape the crashing din of a bedlam society by retreat into the mountain solitudes and fastnesses of nature or the quiet recesses of the mind and, what is more, it must teach him this in such a way as to avoid that unhealthy retreat into oneself from which it becomes more and more difficult to return to the world of reality, harsh and noisy tho it may be. Second, education must teach the children of the future, in addition to the ways of escaping realities with their harsh contours, a device for minimizing and lessening pressures which cannot be escaped. We are toddling toward this goal, but only the primer of relaxation has been written, and not even the primer of how to teach children really to let down in the midst of tension and excitement.

In effect, conditioning the child to real situations, helping him to understand world relationships, and giving him a basic understanding of the need of counteracting the social pressures that may swamp and submerge the adolescent mind is the challenge to educators and education.

So it seems to one observer, rightly or wrongly. If it be true, what is the function and duty of a great educational organization such as the National Education Association? It is possible to state this function in the form of one general basic principle. That principle is equilibration. That principle implies the stabilization of the profession thru the liberalizing of reactionary practices along with the restraint of ill-conceived and precipitously radical practices. It implies fostering the equalization of educational opportunity thruout the length and breadth of the entire country with all the highly ramified legislative, economic, and other processes that must be taken into consideration. It means maintenance of a state of equilibrium between education as an institution and the society which is the medium in which it operates, involving as that does the maintenance of an objective intellectual

and impersonal relationship with manifold racial, economic, and pressure groups. Equilibration must certainly mean seeing to it that teaching as a profession receives tangible rewards reasonably equal and commensurate with the profound importance of its contribution to social evolution. Finally, equilibration means taking care that the profession as a whole and each individual member of the profession be equal to the social challenge which the school and the classroom present.

The problem of patterns for development of education may well be set by the action that the members of the National Education Association take. The pattern may at this moment be set, since we in America are prone to accept the emergency condition, to meet it, and let it then set the pattern for the long pull. This may well be true in the pattern of federal aid that has been established during this emergency condition. I am not inclined to be pessimistic, but I do think we must face realistically the problem that is before us—that if during this emergency period federal aid is given thru construction or other agencies, the pattern has a chance of remaining, and it will only be by drastic and courageous action such as this Association is taking and will take, that that can be changed. In education we need to forget that we all have our differences of opinion, our own points of view relative to comparatively minor matters affecting education, to the end that we may develop a constructive, dynamic policy relative to federal and state aid to education. This means that we must pursue a plan of action that will convince the President and members of Congress, as well as lay people thruout the nation, that the issue is vital and must be solved if we are to continue as a democratic nation. The creation of a well-informed public opinion is vital to the continuation of public education. To me that is one of the most important challenges to the National Education Association for the coming year. The dissemination of the true facts, the fostering of a well-informed group of lay citizens who can effectively speak for education, the clear understanding of the issues involved in our Congress, and the inspiration and innervating influence of a dynamic organization to the local education associations are all within the realm of accomplishment during the coming year. It may well be that the recognition of the many years of work that have been done by the National Education Association and its leaders in doing these very things will reach its culmination during this year.

There is a story about a little boy who bought a new pair of skates. You know, you have all tried to get the use of the skates the first time, and you remember how many times you fell down. This little boy was going thru that same experience. The other boys and girls were skating and someone said to him, "Well, son, you just better take the skates off and quit and let the others skate."

He looked up at the person with tears about brimming over his cheeks and he said, "I didn't buy these skates to quit with, I bought them to learn how with!"

I thought that is true with our own organization. We aren't in the position that we are going to quit; we are going to carry on, because we just now are in the battle, know what it is all about, and we are going to fight it

thru to a successful conclusion. I think that, with the work that has been done by all our officers in the past, by all of those who are working at it now, we have a great responsibility.

We know there is no easy way to do the things worth doing. It has always been commonly agreed that there is no royal road to learning, and since there is no easy way to learning or to any other worthwhile accomplishment, it means that every member of the National Education Association has an obligation to support the organization, not merely by paying dues, but by actively working for the success of the program. Increase in membership means that we shall have that many more people who will be a part of the great force that may accomplish much good in the world. The close association of this organization with all other groups is a vital necessity.

I thought today of that quotation from Jacob A. Riis: "When nothing seems to help, I go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet, at the hundred and first blow, it will split in two, and I know it was not that blow that did it but all that had gone before." So it may well be that in the year ahead in the solving of many of our educational problems, certain definite achievements will emerge and will so emerge only because of all that has gone before in the work that has been done by this great Association.

EDUCATION AND THE PEOPLE'S PEACE

A. J. STODDARD, SUPERINTENDENT OF SCHOOLS, PHILADELPHIA, PA.; AND
CHAIRMAN, EDUCATIONAL POLICIES COMMISSION

Presented at Fifth Business Session, Representative Assembly. See page 224.

I WANT TO EXPRESS the appreciation of the Educational Policies Commission for the privilege of having on that Commission thru the years, the presidents of the National Education Association. They have brought to that Commission good judgment, good sense, and in their own right have contributed to the deliberations of the Commission.

This has been particularly true of Mrs. Joynes. We have been delighted to have her as a member of the Commission and the members of the Commission will miss her good judgment, her common sense, and I suppose most of all, her sense of humor, that has been evident on many an occasion. On behalf of the Educational Policies Commission, I want to thank the National Education Association for the privilege of associating with these distinguished leaders that you have sent to us year by year.

That statement could also apply to the president of the Department of Classroom Teachers, and also to Mr. Givens and Mr. Shankland, who served in an ex officio capacity as members of the Commission.

I am deeply appreciative of this privilege of speaking before you tonight. We shall never live again this night. No matter how many times you come to these great meetings, you will never again meet at as critical a moment as you are meeting tonight. I salute you, the delegates to this great Assembly, representing the most powerful professional organization in the world—an

organization that does not always achieve its destiny (that is true of all organizations) but an organization that dare not fail to achieve its destiny in the days that lie ahead of us.

We are 1,000,000 teachers in America. There are no other teachers in any other part of the world like us; we are free men and women; we are free teachers; we can teach the children of free men and women, in the greatest nation on the face of the earth in this day of destiny.

There are 1,000,000 of us. We teach some 35,000,000 children every day. If you count the several million adults who go to school and if you count the fact that these boys and girls go into homes that reach another 35- to 40,000,000 people, it is literally true that we, the teachers of America, come in contact directly or indirectly with more than half of the people of the nation every day.

I salute you as a group of people who have within your power the destiny of the world and it is in that spirit that I speak to you tonight on the subject, "Education and the People's Peace,"—a call to action!

Some day this war will end and we shall try again to make peace. But this war will not end as the last war ended. That was a war along a big ditch, or a whole maze of ditches, on a continent. This is a war in the streets, over the fields, on the beaches, in the passes, on the snow-capped mountains, in the trees, in the fox-holes, in the trackless jungles, in the seas, and in the skies. *This is a world war.*

The last war stopped suddenly with an armistice that began at a split second after eleven o'clock one morning in November. But the end will be different this time. It may take days or even weeks to throttle down the present gigantic war machine. Whether the end comes in a certain second, or during a certain day, or month, or year, what a glorious time it will be when the boys come home again!

Millions will dance in the streets for joy. They will tear up a billion books and shower the confettied paper down from skyscrapers and the clouds; they will tie any tin cans that are left to any old cars that may still be able to run and drive hilariously down the main streets of a thousand towns and cities; they will dash wildly along the marching columns of returning soldiers throwing roses in their paths and kisses to their lips. They will shout and sing until the piled-up chorus of ecstasy mounts to the throne of God!

Other millions over the world will stand numb and silent, too tired to weep, as if in a trance, unable to comprehend. Whether laughter or tears or merely dry-eyed staring into space, never before will so many have welcomed the end of a war, and never before will so many have suffered and lost so much to make it come true.

The war will end, but will peace come? That is now and ever has been the one supreme question confronting mankind. Always the human race has made the fatal assumption that peace naturally follows war, that the alternative to war is peace.

What *has* followed every war thruout the ages? Not peace but an armistice, which should not be confused with peace. An armistice is a suspension of hostilities, a period when the machinery of war, the arms, stands

still for a while. The time may be short or long during which an armistice lasts. But *peace* has the characteristic of permanence—it abides as do faith and hope and charity.

We, the teachers of America, must not make the mistake of assuming again this time that the inevitable consequence of war is peace. In the nineteen twenties and thirties we thought that a peace had been made. We did not realize that we had run out on what we had made and it turned out to be only one more in a seemingly endless series of armistices.

At one of the great national educational conventions immediately following the first World War, one of the speakers cried: "Imperialism as a world force is dead! The funeral was but yesterday." The United States Commissioner of Education declared, "All isolations, splendid or otherwise, are gone forever." Who would dare think otherwise? Had we not just finished winning the war to end war?

And then almost before the boys of World War I had folded their uniforms and stored them away with moth balls and sacred memories, the American people ran out on them. Almost before they had looked up their old jobs, we turned back to our classrooms, our offices, our newspapers, our politics, our pulpits, our automobiles, our golf courses, our night clubs. Heaving a gigantic sigh of relief that the war was over and peace had come we turned our backs on the past and sometimes even upon those who had won the war for us. We did not mean to be unkind; we were just tired of war and we assumed that peace had come because the war had ended.

Complacency is the most baffling and challenging of all human traits or attitudes. Complacency is a way of retreat, a smug excuse for justifying inactivity, a self-satisfying alibi for lack of concern about meeting and solving problems. In science, complacency takes the form of superstition, unwillingness to study cause and effect, objection to experimentation, and belief in all the varied forms of witchcraft, ancient and modern. Complacency seizes upon the highest motives of religion and distorts them into intolerance, dogmatism, and bigotry. In the area of social relationships, complacency leads to self-patriotism, with its evil offspring of chauvinism and of international, racial, and class hatreds. In human psychology, complacency breeds a satisfaction with the status quo and, like the opiate, lulls the human organism into a sweet tranquility in the midst of strife and storm.

Complacency has caused every war that the world has known. Complacency is the arch-foe of peace. The glib generalization that we always have had war and therefore we always shall have war and the philosophy of the survival of the fittest are the answers of complacency to the universal call for the brotherhood of man and a world dominated by goodwill.

As Francis B. Sayre said: "What the Allied victory in 1918 did achieve was to give statesmanship an unparalleled opportunity at the conclusion of the War to work out and apply solutions upon which a stable civilization could be built. Military victory gave us our chance, but we lost it." We failed to realize once more that peace, like freedom, must also be bought at the price of blood, sweat, and tears. What a deadly tragedy it is to assume that peace can be bought for a lesser price!

Everyone admits that *war* involves marching and fighting and dying, but it is assumed altogether too often that *peace* means quiet, rest, sleep, and pleasant dreams. But this is *not* true. Peace is no less dynamic than war; peace has its marching heroes just as has war; peace involves conflict and struggle just as much as war; peace requires red blood just as much as war.

If we are to have peace, we must win it even as war must be *won*. We could call a million witnesses to this fact. The lives of the saints and all who have died that we might have life more abundantly present a mountain of testimony that the ways of peace call for as much real courage, noble sacrifice, high adventure, and a willingness to die for a cause as does war. Even after the world rids itself of war between nations there will still be an endless succession of battles to establish a decent world and the kind of man qualified more fully to live in that world.

The mistaken assumptions that men make, either consciously or unconsciously, get them into their worst troubles. Witness the pay-off on the idea that the world always has had wars and therefore always will have wars. Several of the world's greatest leaders have told us time and time again that this present war could have been prevented. They have even placed their pointing fingers on the dates and places. Wars are not like the inexorable succession of events that we call the seasons. Wars are made by man. They represent a stage in our development as human beings. Wars are the effect of causes and these causes are within the control of man.

No matter how much we may vary in conviction on the question of the prevention of war, nothing but gain can come from striving toward that hypothesis. It is one of those bets where only the size of the winning is in doubt. Who knows what generation of men and women may live in the last days of war? Maybe we are that generation—the last generation before peace.

I offer no pet formula for ending war. Probably there is no one formula and certainly there is no simple formula. Possibly all that any one person can do, especially if he feels very humble when contemplating the word "peace," as I do, is to suggest some steps or make some proposals that may seem to reasonable men to offer some hope. And none of us should hesitate to do that. Ending war is such a complex and vast problem that everyone, everywhere, should accept the responsibility of trying to help.

The strength of America has been, is now, and always will be, dependent upon the extent to which every one of the 130,000,000 of us believes that he can count upon peace. The strength of America depends upon the willingness of each one of us to accept the responsibility of citizenship and to play his part as a citizen. There is no strength greater in America than the combined strength of 130,000,000 people willing to accept the responsibilities of citizenship in a democratic nation.

We have finally succeeded in waging a war so vast that all people in the world are either in it or affected by it. Maybe we can conceive a condition under which all the people everywhere might contribute toward peace. A people's peace may be possible if a people's war is possible.

In the spirit that we may soon have one more chance to try to end war, and that this may possibly be our last chance, and feeling that we all have a right and a responsibility to try to postpone or prevent another war, I submit these propositions for your consideration:

1. We, the people of America, must roll up an avalanche of demand that cannot be denied that our voice be heard in making the armistice and the treaties of peace after this war. The framework of the treaties should provide a long enough armistice so that the processes toward peace might get rolling.

2. Some means must be provided for an intensive and yet worldwide battle on intolerance, selfishness, superstition, and exploitation so that cooperation, intelligence, respect for human personality, and the spirit of live and let live have a chance to become the bases of human relationship. Some machinery must be provided thru which the forces of goodwill, burning now feebly, now brightly, but always burning, may find expression.

3. Finally, there must be provided an agency, or complex of agencies, that will wage an eternal battle for peace even when individuals who planned and constituted the agencies are gone. The watchtowers must be manned continuously and eternally even tho the people may sleep.

Never before were as nearly all the people engaged in any war as they are in this war. There is scarcely a home anywhere in our land from which the long ribbon does not reach out to some camp here or there, to some battle front in the faraway nooks and crannies of the world. We are all paying for the war in one way or another. Our play has lost much of its zest, our laughter its ring, our smiles their optimism, and even the entertainment of our night clubs has a metallic ring to it. How can life be the same with our young men gone! But we who have stayed at home are all fighting too. Never before has the expression "home front" had the deep significance that it has today. This is a people's war and we the people are *all* in it together.

Why then should we not have a right to think of the possibility of a people's peace? What is meant by the expression, "a people's peace"? Two things are meant most of all. One is that the people themselves shall have as direct a part as possible in the making of the peace. If we are to think again in terms of peace commissions and peace treaties, there should be as many channels as can possibly be provided thru which the thought of the American people on the peace can be made articulate.

There should be many types of people, representative of different racial backgrounds, different religious points of view, different national streams, different economic levels, different social status, as can possibly be gathered together on commissions.

There should be included men who know what it means to labor with their hands or at a machine, for who pays more for war than such men? Businessmen should be included, for who knows more than they do about the terrible waste of materials involved in war?

There should be educators on the commission because who knows more about the cost of war in human life than those who give most of their lives that others might live more abundantly? Religious leaders should be on the commission because will peace ever be made except by men who believe that there was some power before they were, is now, and will be after they are gone?

And there should surely be one or more women on the commission! And I know to whom I am speaking! If the women of America allow this peace treaty to be made by a commission without a woman on it, they will almost deserve to go on generation after generation going down into the valley of the shadow to give life to boys to be killed on battlefields! You say, "Mr. Speaker, don't you understand, there never has been a woman on a peace commission in the history of the world?" Sure, I know it, and that is why I am suggesting that there ought to be one!

The politicians and the statesmen will be there too—I have no doubt of that—and we have no objection to their being there if they are not the only ones who are there, as has been the case up to now.

But, someone will ask, "Do these laymen, do we the people know enough to help make a treaty of peace?" The record on peace-treaty-making up to date does not provide convincing evidence that some other formula of peace-treaty personnel might not be given a trial! And it might not be amiss to suggest timidly that the pages of history are not exactly strewn with brilliant records of peace-treaty-making. We can at least be comforted by the possibility that the whole people are not likely to commit any more colossal blunders than have the professional peace-makers of the past.

It is not suggested that the commission charged with making the armistice or peace after this war should be composed of delegates or mere representatives of the various groups, large and small, powerful or weak, that make up our society. But there should be enough laymen on the commission who will insist that the people be heard, who will provide channels thru which the people *can* be heard, who will be able to understand the people as they do speak, and who will insist that the interests of the whole people in the peace shall be paramount to any partisan or selfish interest of any minority or majority part of society.

What kind of peace treaty do the people want at the close of this war? Certainly the treaty must give attention to minority rights; certainly it must prohibit colonial exploitation; certainly it must heed the cries of the naked, the hungry, the destitute. Problems of international economics, national boundaries, balance of power, buffer states, freedom of the air, control of airports, location of gasoline stations—all of these and an almost infinite number and kind of other problems and issues must be dealt with fearlessly and fairly and, even to a degree, unselfishly.

But the people of America have one paramount interest above all others in this treaty—we want a treaty that has some decent chance of being kept and kept for a long time. We want this to be a treaty of peace—not just an armistice. The philosophy, the supreme objective, the over-all criterion that must be applied to every part and to the treaty as a whole must point to the maintenance of peace as the supreme goal of every stage in the deliberations. Peace should be the one and all upon which the treaty is to be judged and approved.

We must do a lot of getting ready for peace. The armistice should be long enough to make this preparation possible. Any abiding peace will involve machinery, and there must be adequate provision made for that machinery

to be established and put into action. There may be much in favor of a long armistice and plenty of time to make the peace treaty.

Do we really mean what has been said, that this war is to end with unconditional surrender on the part of our enemies? If so, the armistice should not be an agreement between two contractual parties, one party the victors and the other the vanquished. It should rather be a definition of terms or specification of directions for the surrender of our enemies. Any making of terms with the leaders of Germany or Japan will be an insult to every boy who has died in this war and a defalcation on the honor of every decent citizen of every Allied Nation. So it will be with the treaty of peace itself. As far as I am concerned, and call this what you may, I want to fight this war thru to the place where there won't be a responsible leader left in either Germany or Japan who will have anything to do with the treaty of peace!

It is very likely that for many years there will not be responsible governments in the enemy countries with which to make treaties. So it is proposed that both the terms of the armistice after this war and of the treaty of peace to follow should be between and among the Allied Nations and not between the Allied Nations on the one side and the enemy peoples on the other side. Why should we degrade ourselves by trying to enter into treaties or contracts with what we know as Germany or Japan? Would we be fools enough to believe again that subscription to a treaty by any of their present leadership or any that might be substituted for the purpose would be anything other than a travesty and a joke?

No, this time our treaties should be between those who fought together on the same side. They should define clearly the rights and responsibilities of the respective Allied Nations in building the peace. And the guaranties and binding promises should be definitions of the part that each Allied Nation should play in establishing the new day. In time it may be possible that nations that may again be called Germany and Japan will grow far enough beyond national adolescence to be allowed to assume a share as adults in building the brave, new world that is to be. But they should be required to win that right and to demonstrate that their people have developed to that stage and have established control of the means of their own actions before they are given the right to be accepted as parts of the family of nations.

Cooperation, tolerance, and respect for human personality were mentioned as essentials of peace and as if they are attainable human characteristics—and they are. Despite our wars, there never was a time in the history of the human race when so many people everywhere hated bigotry, superstition, exploitation of the weak by the strong, ignorance, filth, disease, and hunger as much as do people today. Never before in the history of the world have the faith which makes us strong and the hope which makes us brave been the possession of such a large proportion of the human race.

But the best treaty of peace that could possibly be devised is after all and at its best only a formula for action, a chart for steps that must follow. The means must be provided for carrying out the formula, for giving effect to the plan of action. Treaties of peace do not implement themselves; peace must be won continuously and perpetually or it is not peace.

It is not within the province of this address and certainly not within the prerogative nor the ability of the speaker to define or even suggest a complete formula for peace. But two proposals can be offered with a certain degree of assurance.

First, it may be possible for the treaty of peace by the Allied Nations to contain a memorandum of understanding on the subject of peace. This may be somewhat in the nature of a philosophy of human relationship and the respective roles that national and international organizations might play in maintaining peace. Second, there might be a further memorandum on education as the basis for peace. The kind of education that enables men to achieve the status that we call freedom should be defined clearly. Then as part of the treaty itself should be established an international office for education, charged with the responsibility of giving continuing reality to the educational philosophy of the memorandum.

The proposal for the establishment of an international office for education as a part of the peace machinery and procedure is not made with the assumption that this would be any more than one of a large number of steps that must be taken. Many other agencies of peace must and will be established if there is to be any real hope for preventing or postponing the next war. Many individuals and groups will contribute toward establishing these agencies.

The *teachers of America* will have met their responsibility, at least in large part, if they are instrumental in:

1. Bringing about the incorporation in the peace treaties of a recognition and definition of the role of education in the armistice and the peace.
2. The establishment of a permanent international office for education to carry out that role, not only in the days immediately following the cessation of hostilities but, far more important, down thru the years to come. The critical period in the life of the peace will come after most of us here today are no longer active in the cause.

The accomplishment of these two objectives will not be an easy task. After the last world war we cried out for peace and the establishment of a machinery to effect peace. The school administrators of the nation met in Chicago in the spring of 1919, and the NEA met in Milwaukee that summer. Speakers at these conventions voiced the universal happiness that the war had ended and pride in the great military victory that had been won. They said, "In the crisis of war the schools were a mighty agency for victory" and they pledged the continued devotion of public education in the days of peace to "true Americanism and world democracy." The president of the NEA rejoiced that during the war, "education has become the chief concern of the statesmen of the world."

These conventions passed strong resolutions in favor of the League of Nations and urging "the creation of an International Commission on Education . . . to provide for a world-education in the elements of democratic citizenship and the extension of the privilege of education to all people and to all classes." But some voices were raised in warning. The distinguished president of the University of Minnesota said: "We have a right to be proud . . . but . . . it will be futile to . . . establish a League of Nations, unless

there is back of the peace terms and of the League of Nations a world citizenry. . . . A peace founded on coercion can never survive; only a peace founded upon . . . a mutuality of purposes secured thru definitely planned systems of education . . . stands a chance of surviving."

An even more daring prediction was made by another speaker who declared, "The Great War [the first World War] was a cunningly contrived conspiracy carried to its tragic climax thru an educational system. Another variety of educational cunning might enable Germany again to become a menace to mankind. . . . A world half educated will be only half free."

And then what happened? Even the educators of America, who of all people should know better, left the peace to the caprice of chance. Even we who were the teachers of history and the writers of the history textbooks turned our backs on the inexorable lessons of the past and devoted our attention to school building construction and per capita school costs—highly significant but relatively unimportant problems as the events of the last five years have demonstrated. How long, oh, how long will it take us to learn, how many millions must die to teach us, that peace will come only as the result of careful planning followed by determined, continuing, and consecrated action which recognizes peace as the supreme objective of mankind whatever price may be the cost?

It should be remembered at this point that all organizations and groups did not run out on the last attempt at peace. As a part of the Treaty of Peace there was established, to the surprise of the world at large, the International Labor Office. We may well study the forces and conditions that made this action possible. More important still is the history of the activities of the Office since that time. In the month of April 1944 there was held in Philadelphia the International Labor Organization Conference at which some forty countries were represented and participated. It is significant that no similar international educational convention has been held, altho one could yet be planned and held before it is too late. There is little doubt but that labor will be represented at the next peace table. Nor is there any doubt that labor will again be included in the peace treaty.

In fairness to education it should be mentioned that in 1922, four years after the Armistice, the League of Nations, of which we were not a part, did create a Committee on Intellectual Cooperation. However, this committee had "neither the authority nor the resources to make a direct attack on the problems of general education as these relate to international relations."¹ But let it be said to the credit of this committee that it did demonstrate that intellectual cooperation on an international basis was both possible and practicable. The story of its accomplishments and the stories of other attempts made by individual countries toward international educational cooperation should encourage us not to be afraid to dare on even

¹ Quotations not otherwise credited are from: National Education Association and American Association of School Administrators, Educational Policies Commission. *Education and the People's Peace*. Washington, D. C.: the Commission, 1943.

a greater scale to write an international office for education into the coming treaty of peace.

Let us consider more fully what should be the nature of the memorandum on education proposed as a part of the treaty of peace.

First, the memorandum should express the faith of the Allied Nations in the role that education can and should play in establishing and maintaining peace.

Everybody that has written on the subject of peace and everybody that has spoken on the subject has said that an abiding peace will never be made except on the basis of education. Then why should we not write a statement of education into the treaty of peace?

Second, it should be made clear that the Allied Nations have faith that no political and economic provisions of the treaty can and will be effective without parallel and continuous educational programs of action to support the peaceful reorganization of the world. Resolving the problems of national sovereignty and empty stomachs will not alone guarantee peace.

Third, the memorandum should condemn the use of education within nations to promote chauvinistic attitudes and activities or the use of the schools as the agencies for developing highly nationalistic faith in war as the means of solving international questions.

Finally, the memorandum should provide for the establishment and maintenance of an international office for education as a part of the treaty of peace.

While all nations might be equally represented in the organization of which the international office would be the agency, the financial support should be relative to the varying economic resources of the nations included. Not long ago, when I was speaking in one of our states on this subject, a man came up to me after the address and said, "What do you think it would cost for us to have an international office of education?"

I said, "I don't know. How about \$10,000,000 a year?"

He said, "Do you think we American people will be fools enough to spend \$10,000,000 a year for an international office of education?"

I said, "No, you won't be. You won't be fools enough, but you will be bigger fools. You will go right on refusing to spend \$10,000,000 a year to try to prevent the coming of another war and then you will be willing to spend \$300,000,000,000 to try to win another war that you could have prevented!"

The international office should not be delegated *administrative powers* over education in the several nations, but should have specific research, publicity, and advisory powers and functions given in the memorandum. It should not be an integral part of any political or other organization of nations that may be established as agencies of the peace machinery. While it should be officially constituted and maintained it should be entirely free to appraise and criticize, if necessary, the very international power that created it.

The duties which would be performed during the period of readjustment immediately following the war would be related to reconstruction of edu-

cation in the conquered and devastated territories and would vary considerably from the long-term program that would evolve as peace became established more securely.

What functions should be performed by this international office for education? This is a question that cannot be answered fully here. But these suggestions can be made:

First, one of the immediate postwar functions of the office should be to help bring about the educational disarmament of Germany, Italy, and Japan. In an address in October 1942 Madam Chiang Kai-shek said:

When victory is won we should see to it that the evil which has brought about the world catastrophe is attacked at the source—in the schools. If the minds of millions of children had not been poisoned in the schools of Germany, Italy, and Japan, their young men would not have allowed themselves to be led like beasts to the slaughter for a cause contrary to all ideas of humanity and justice.

To fail to give our attention to the schools of these nations would be as foolish as to leave their armament factories in good working order. All Axis teachers who functioned willingly in teaching according to the Nazi philosophy during the war should be removed and forever barred from teaching again. New teachers from *within* these countries must be found or trained or both, *and I believe they can be found and trained*. If this cannot be done at once, let the schools be closed until teachers can be provided from within those countries to do a trustworthy job. For the peace of the world it is better that the children of Germany and Japan have no schooling for a while than to have their minds twisted again as they were in the years before and during this war.

The task of planning for the reeducation of the youth and younger men and women of Germany and Japan will challenge the best efforts and the ingenuity of the international office for years to come.

Second, the international office for education should promote in every way practicable the "complete academic freedom and complete academic responsibility and accountability for the teaching staffs of schools in all parts of the world."

Third, the international office for education should provide assistance and leadership in many fields of intellectual cooperation. It should "stimulate and encourage the fraternal contact of scholars, librarians, and teachers in various fields of specialization. It should assist in the international exchange of research materials, technics, and findings in the natural sciences, the social sciences, and the humanities. It should encourage international art exhibits, music festivals, and dramatic performances."

Fourth, the international office for education should have "one clear-cut appraisal function. It should be solemnly charged with the duty of studying textbooks, syllabuses, and teacher materials, used or proposed for use in any and all countries, in order to determine whether their effect would be aggressive, militaristic, or otherwise dangerous to the peace of the world. *All nations* should agree to refrain from such instruction and to submit copies of all textbooks and teaching materials to the international agency. As a permanent policy, the United Nations should not ask any of the defeated nations

to submit to any educational appraisal which they are not prepared equally to undergo."

Fifth, the international office for education should define minimum standards of education recommended for all peoples everywhere. It should make available expert advice for countries desiring to improve their educational systems. Proper precautions should, of course, be taken to safeguard the pride and independence of action of the nation receiving these suggestions for help. It should provide, on the proper basis, for the exchange of students, teachers, and representatives of all areas of culture. It should offer definite factual instructional materials at every level in all school systems concerning the history, culture, psychology, and problems of other peoples, and concerning the world organization and problems of international relations—such materials to be factual and free from recrimination.

Sixth, the international office for education should maintain a "division of radio and visual aids in education, with the presentation of occasional multilingual radio and motion pictures direct to all the schools of the world that wished to listen or look."

To summarize, this international office for education should not only attempt to prevent and remove the causes of war, but even more its efforts should be devoted to the development of those positive educational philosophies and procedures which make for international goodwill. As the powerful forces of technology draw the peoples of the world closer and closer together, they must, if they are not to die, learn how to respect the right of the peoples of the world to be different from one another. It may be that we can learn how to understand and appreciate one another's differences in place of hating everyone who is different from us. Our salvation lies not in trying to remove all the differences among the peoples of the world or killing those who are different from us, but rather in learning how to live peacefully together in spite of our differences.

We will never meet together again on an occasion that will equal this opportunity for us. You have just collected \$400,000. It is a small sum relatively, but it is a large sum for us. You have just organized and outlined a glorious program. I am not a delegate in this group; I am just an educator, a superintendent of schools looking on. Yet, as an educator, as a teacher of America, I have thrilled as you have worked here; I have tingled with enthusiasm for what you are doing and with pride in what you have done. You have been a great assembly. You have outlined a great program. It is possible, thru the outline that you have made for this great teaching profession, to realize its powers. We have never realized our powers for good. There will never be any other assembly that will throw a greater challenge out to the teachers of America than you have thrown out.

What can we do to help bring peace to this world? In summary:

1. Insist at the proper time, in not a few but in tens of thousands of petitions to the Department of State, to the President, and to the Senate, that any arrangements for world order after the war, as defined in the treaty of peace, shall specify the role that education can and should play in establishing and maintaining peace. If we don't do that, we will be derelict in our duty.

2. Insist in these petitions that there be established an international office for education whose function it shall be to give effect to the role of education in the peace.

3. Support *even with money* the promotion of strength and organizational machinery within our profession. This is no time now for us not to be united. This is the time for 800,000 of us to belong to this great NEA. This is the time, if there ever was a time, for our profession to be unified in the name of something bigger than we ever conceived before. Let us insist that education have a dynamic voice at the peace table and that it have something to say about the arrangements that are made for keeping the peace.

4. Demand that our great national professional organizations provide continuously thru the years some method of reporting at least annually to the teachers of America on the subject, "How goes the peace?"

I wish that the NEA, as long as you and I live, would publish once each year a little monograph, or a big monograph, on the subject, "How Goes the Peace in '44, in '45, in '48, in '55, in '65," and then if we who are yet living and those who shall come to take others' places let our country drift into another war, let us at least go in with our eyes open, knowing fully who should share in the responsibility for the boys dying in the next world war. Possibly an annual monograph on the subject would be desirable, informing the world concerning plans and procedures for keeping the peace and the progress, or lack of progress, that is being made year by year. Also, thru our professional organizations and as individual citizens we can demand of every person who represents us in strategic public office, state or national, that he give an accounting on the question, "What have you done to prevent the coming of another war?" before he asks our support for reelection.

And let us every one resolve here tonight that as long as you live, as long as I live, before we go to bed at night, every day of the life yet given to us, we will ask ourselves, "What have you done to prevent the coming of another war to this world?" And let us be ashamed to go to sleep that night unless we can feel that that day we have made some contribution, large or small, toward the coming of peace to this world.

Who will be the last generation of war and the first generation of peace? Those who are worthy so to be. We pray for peace but are we willing to be and to do what it takes to make peace? We know that wishful thinking will not bring peace. We wait for some power above us to give us peace, while knowing full well that peace cannot be given to or had by a people who are not prepared to pay the price that peace entails.

We *might* implore some power greater than we to give us the grace to cherish peace, the humility to believe it is possible for us, and the will to discipline ourselves so that we may win it. Peace in our day is not so much a matter of fate and chance as it is a matter of deliberate planning and the determination to make the plans come true whatever may be the cost. The last generation of war will be the first generation of people big enough to reach for peace and strong enough to attain their reach.

The supreme test of an educated man, the supreme test of a cultured man, the supreme test of a civilized man is the manner and extent of his care about what happens after he is gone. It will be relatively easy to

make an armistice for our time, for 1945 or 1950. Are we ready, able, and willing to take the steps that will be necessary and likely to insure peace in 1975 or 2000? To what extent are we willing to sacrifice now that they may have peace then? Will the story of 1975 be that of 1918 and 1944 over again?

In 1944 there is nothing for us to do but pay the price that unqualified victory entails. It is a bitter price to pay when we think of what we might have done but did not do in the generation preceding 1944. Too little and too late is a new expression but an old, old story. Must history always go on eternally repeating itself? The fact that it has not done this in so many areas of human endeavor gives us hope.

The time to determine the question of war and peace in 1975 is now. It is not too late to prevent the next war now. When and if the next war comes, it will again be too late to prevent it. Then the only choice that will be left will be to fight thru to victory, just as now, regardless of the cost. Americans have never been afraid to take a chance, to try a course of action even tho failure may be one of the alternatives. An abiding peace will be established some day only if those who lived before were willing to have enthusiasm for and confidence in whatever next steps they were able to take. The teachers of America are confronted again with the choice between complacency and determined action in the direction of peace.

We shall never have peace in the world until we are willing to pay for it with sacrifices at least somewhat comparable in size with those we are willing to undergo to win war. We will pay hundreds of billions of dollars to win the war. Are we willing to pay at least tens of billions if necessary to win peace? Until we *are* willing to do so we *shall not have* peace. How long will we continue to refuse to pay what peace costs and then continue to pay many times more for the war that might not have been?

The only way in which we, the teachers of America, can ever partially amortize the debt which civilization owes to those who have already died and who are yet to die in this war is to establish now in our day at least a *beachhead for peace* that has a decent chance of being extended beyond our time.

I call upon my fellow teachers of America to resolve here tonight that from here on out, as long as we live—both personally and as members of a great, marching dynamic profession—the supreme objective of our lives will be to do what we can in our day to build a beachhead for peace that maybe some later generation will consolidate into a permanent peace!

NATIONAL COUNCIL OF EDUCATION

The work of the Council during the past year has been light in comparison with prewar years. Neither the annual meeting in June nor the mid-winter meeting in February has been held. The membership of the Council has missed these inspiring program meetings.

The annual organization of membership of the Council was completed, with appointments made to the elected membership group, the NEA departmental representatives, and the other education association representatives. The membership of the Council will therefore be intact when it is ready to resume its regular labor.

The paper of Howard M. Bell of the American Junior Red Cross, prepared for the St. Louis meeting under the title "Youth and the Future," was printed and circulated to the membership and quite widely thruout the country.

The annual report on "Educational Issues of 1943 and the Task Ahead," the contribution for some years by Carter V. Good, University of Cincinnati, has just been published in *School and Society*. Reprints of this annual report have been widely distributed.

Officers of the National Council of Education have served in an advisory capacity to a number of committees and sections of the NEA, and some assistance has been rendered to national organizations working on the questions relating to postwar curriculum changes. Such have been accessory and incidental, as there was found no place for independent research activities to be carried out by the Council.

The National Council of Education was organized in 1880. The active membership of the Council consists of 102 members selected at large by the Council; 52 members—one from each state, district, or territory elected by the state, district, or territorial education association; two ex officio members—the United States Commissioner of Education and the executive secretary of the NEA; and one member elected from each department of the NEA.

The Council meets twice each year, once in February and once in June.

The officers of the Council for the year 1943-44 were: *president*, L. A. Pechstein, dean, Teachers College, University of Cincinnati, Cincinnati, Ohio; *vicepresident*, Edgar G. Doudna, secretary, Board of Normal School Regents, State Department of Education, Madison, Wis.; *secretary*, Margaret Kiely, dean of women, Queens College, 65-30 Kissena Blvd., Flushing, N. Y.; *executive committee*, A. L. Threlkeld, superintendent of schools, Montclair, N. J.; Mrs. Edith B. Joynes, principal, Robert Gatewood School, Norfolk, Va.; H. V. Holloway, state superintendent of public instruction, Dover, Del.

DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION

WARTIME TRAVEL RESTRICTIONS prevented full meetings of the departments of the Association during the year 1943-44. Some held no meeting. Hence, no proceedings of meetings or addresses are available in the case of these departments. All departments, however, continued other phases of their normal activities, adapted their programs to wartime needs, and began to lay plans for education's role in the peace.

Each department was therefore requested to provide for this volume a short statement of its activities and achievements during the year 1943-44. The fine coöperation of department officers in providing this material is hereby acknowledged.

A complete list of departmental officers for 1944-45 will be found beginning on page 401.

ADULT EDUCATION

Thru publications, participation in local and regional conferences, and national committees the Department of Adult Education during the past year has endeavored to carry out its constitutional purpose "to promote adult education of all kinds in the United States, and to insure continuity of purpose and effort in the development of an effective national program."

Departmental officers participated in conferences on adult education at Chicago, Detroit, Boston, and Washington. The Department affiliated with the Liaison Committee for International Education and was represented in conferences on problems of postwar educational reconstruction at Harpers Ferry, West Virginia, and at Washington, D. C. To promote wider discussion of these problems the Department, with the assistance of the Educational Policies Commission, distributed copies of *Education and the People's Peace* and a handbook to accompany it, *Let's Talk about Education and the People's Peace*. The legislative committee of the Department also took action to support legislation recommended by the State Department authorizing participation of the United States in a program of intellectual cooperation with other nations of the world.

Four state or regional associations for adult education were affiliated with the Department during the year. These were the Adult Education Council of Philadelphia, the Evening Adult Students Association of New York City, the Adult Education Council of Greater St. Louis, and the New Jersey Council on Adult Education. This brings to eleven the number of associations affiliated with the Department.

A committee to cooperate with Phi Delta Kappa in the definition of terms in adult education for use in the *Dictionary of Education*, sponsored by that organization, completed its assignment.

Six issues of the *Adult Education Bulletin* were published during the year under the editorship of Leland P. Bradford, Immigration and Naturalization Service, U. S. Department of Justice, Philadelphia, Pennsylvania. Consistent effort was made by Mr. Bradford to report in the *Bulletin* significant developments in the educational programs of the armed forces and in national war agencies.

A business meeting of the Department was held in Pittsburgh, Pennsylvania, July 4, 1944, in connection with the meetings of the NEA Representative Assembly. The report of the legislative committee was acted upon favorably and new officers for the 1944-46 term were inducted.

The Department of Adult Education was established by vote of the Representative Assembly, July 8, 1921, as the Department of Immigrant Education. The first meeting was held in 1922 in Boston. In 1924 the name of the Department was changed to the Department of Adult Education. The Department meets twice a year in February and July. The annual dues, \$1.50, are payable to the Department of Adult Education of the National Education Association. The Department publishes the *Adult Education Bulletin* six times a year.

The officers of the Department for the year 1943-44 were: *president*, Paul H. Sheats, administrative assistant to the president, The Town Hall, 123 W. 43d St., New York 18, N. Y.; *vicepresident*, Roben J. Maaske, president, Eastern Oregon College of Education, La Grande, Oreg.; *secretary*, Grace Ruth Southwick, director of adult education, Evening High School, Santa Barbara, Calif.; *regional vicepresidents*, Perry L. Schneider, assistant to the director of evening schools, Board of Education, Brooklyn, N. Y.; Maude E. Aiton, Americanization School, Washington, D. C.; T. H. Shelby, Extension Division, University of Texas, Austin, Texas; Henry J. Ponitz, State Department of Public Instruction, Lansing, Mich.; Leo Jones, State Department of Education, Los Angeles, Calif.; *appointed members of executive committee*, M. S. Robertson, State Department of Education, Baton Rouge, La.; C. W. Huser, Dallas, Texas.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

Publications—The *Journal of Health and Physical Education* was published monthly except in July and August. The sworn circulation statement as of December 31, 1943, totaled 7917. The *Research Quarterly* was published in October, December, March, and May. The official distribution for each of four issues averaged 1762 copies. Ten thousand copies of *The Role of Exercise in Physical Fitness*, an official statement

of seven pages, were distributed. The *Service Bulletin* for leaders was inaugurated with a mailing list of approximately 600.

Membership—The Association has a membership, as of June 1, 1944, totaling 8348. Since 1940 there has been a 23 percent drop in membership but concentrated efforts have resulted in a slight increase since last year.

Annual conference—In April 1944 the Association held the National War and Peace Fitness Conference in New York City which was a professional and financial success. Approximately 2100 delegates attended and the second largest number of commercial exhibitors in the history of the Association were contacted.

Executive secretaryship—N. P. Neilson resigned as executive secretary, effective December 15, 1943, to accept a position at the University of Utah. Ben W. Miller of Indiana University was chosen to fill the vacancy.

Editorship—Mary Wibel was named editor and assistant secretary of the Association.

Cooperation with national public and private agencies—The policy of cooperating with all national agencies was continued. The board of directors and members of the Association worked on committees of the U. S. Office of Education, the National Education Association, and the National Physical Fitness Committee of the Federal Security Agency.

Wartime problems—Among the problems confronting the schools and colleges are manpower, supplies, and equipment. There was action in cooperating with other agencies in attempting to solve the problem of manpower as it affects the Association's programs and the priority problem as it affects supplies and equipment.

General items—Much effort was made to assist individuals in planning programs and rendering requested assistance. Considerable effort was made to foster cooperative relations with the NEA and its departments and with allied and related agencies in Washington and elsewhere. The armed forces and other governmental, semiprivate, and private groups were also contacted. Thru the grant of funds of the National Tuberculosis Association the services of Bess Exton as consultant in health education were made available.

Consideration of reports—Over fifty reports were considered by the board of directors and representative assembly, many of which resulted in recommendations to the representative assembly, to the executive secretary, the new president, vicepresidents, new board of directors, committees, sections, and so forth, to be embodied in the program of the Association for the coming year.

The American Association for Health, Physical Education, and Recreation is the result of a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association in 1937. The Department of School Health and Physical Education had its beginning as the Department of Child Study in 1894. The American Physical Education Association was

officially founded in 1885 under the name of the American Association for the Advancement of Physical Education. In 1903 the name was changed to the American Physical Education Association. The Association publishes the *Journal of Health and Physical Education* and the *Research Quarterly*.

The Department holds its annual national meeting in April. In addition to the national organization of the Association, there are six regional district organizations—the eastern, midwestern, central, southern, northwestern, and southwestern—each of which holds an annual convention, with the exception of the district in which the national meeting is held. This district holds its meeting jointly with the national organization. Dues for active membership, \$2.50; professional membership, \$5; student, \$1.50 and \$3.

The officers of the Association for the year 1943-44 were: *president*, August H. Pritzlaff, supervisor of physical education, Board of Education, Chicago, Ill.; *president-elect*, William L. Hughes, professor of physical education, Teachers College, Columbia University, New York, N. Y.; *past-president*, Jay B. Nash, professor of physical education, New York University, New York, N. Y.; *vicepresident for health education*, H. H. Walker, professor of health education, University of Tennessee, Knoxville, Tenn.; *vicepresident for physical education*, Ruth Evans, acting supervisor of physical education, Board of Education, Springfield, Mass.; *vicepresident for recreation*, Louis Burnett, director, physical and health education, Board of Education, Baltimore, Md.; *executive secretary-treasurer*, Ben W. Miller, 1201 Sixteenth St., N. W., Washington 6, D. C.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Regional conferences—Wartime conditions again prevented the holding of our great national convention which is normally scheduled during the last week in February. However, because it is vitally important for school administrators to counsel with each other in these critical times, five regional conferences were organized. They were held in Seattle, Atlanta, New York City, Chicago, and Kansas City. There were exhibits at New York City and Chicago.

The general theme for all of the conferences was "The People's Schools in War and Peace." Programs presented both a national and an international view of education. Specific problems of educational finance, morale, home rule, postwar rehabilitation, health, and civic competence were discussed. A cross section of the addresses delivered at each of the five conferences was published in a 254-page *Official Report*.

Yearbook—Morale was a popular word during the first World War. When peace came, it was put away and forgotten like a used army uniform. At the San Francisco convention in February 1942, with Pearl Harbor still fresh in mind, President W. Howard Pillsbury built much of his convention program around ways of morale building. The 1944 yearbook, *Morale for a Free World*, was a direct outcome of the San Francisco

convention. The commission to conduct the study was appointed by President Pillsbury immediately after the convention. In its membership a variety of educational experience was represented. Manuscripts were subjected to critical examination by the entire commission at four meetings, each covering a period of three days. The yearbook was mailed to members early in February.

Educational Research Service—This clearinghouse of research on school administration, which the American Association of School Administrators and the Research Division of the National Education Association maintain cooperatively, is supported on a subscription basis, with an annual fee of \$25. Thru this service, at frequent intervals during the school year, subscribers received timely studies of current educational problems, bibliographies, tabulations, lists of references to published materials of many sorts, and ten issues of the *Educational Research Service Circular*. At present the Service enrolls 558 subscribers.

Finances—The American Association of School Administrators has a membership fee of \$5 per year, in addition to dues in the National Education Association. Dues for the current year have been paid by 5644 members. Yearbook sales, the Educational Research Service, and the conference exhibits provided other substantial sources of income.

At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, August 1865, the state and city superintendents present decided to form an organization of their own. The new organization was called the National Association of School Superintendents.

In 1870 the National Association of School Superintendents became one of the four original departments of the National Educational Association. Under the act of incorporation passed by Congress in 1907, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a full-time executive secretary at Washington headquarters.

At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws changing the name to the American Association of School Administrators, a department of the National Education Association. It meets annually during the last week in February. A yearbook and an official report of its regional conferences are its principal publications. The annual dues, \$5, are payable to the executive secretary.

The officers of the Association for the year 1943-44 were: *president*, Worth McClure, superintendent of schools, Seattle, Wash.; *first vice-president*, Homer W. Anderson, acting superintendent of schools, Newton, Mass.; *second vicepresident*, W. Frank Warren, superintendent of schools, Durham, N. C.; *executive secretary*, S. D. Shankland, 1201 Sixteenth St., N. W., Washington 6, D. C.; *executive committee*, Charles H. Lake, superintendent of schools, Cleveland, Ohio (term expires 1945); W. Howard Pillsbury, superintendent of schools, Schenectady, N. Y. (term expires 1946); John L. Bracken, superintendent of schools, Clayton, Mo. (term expires 1947); Henry H. Hill, superintendent of schools, Pitts-

burgh, Pa. (term expires 1948); the president, first vicepresident, and second vicepresident ex officio.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

A review of the reports of the standing committees, on standards and surveys and on accrediting, indicate that the year 1943-44 was unusual for its accomplishments. Reports of progress of the studies undertaken with the aid of the Sloan Foundation are included in the 1944 yearbook. A study in library planning by Carter Alexander, published as a pamphlet and also included in the yearbook, should be of great value in planning and remodeling libraries after the war. A study on the Far East has been made and circulated thru *School and Society* and is also included in the yearbook. Thru the cooperation of the General Education Board and the Collaboration Center of the University of Chicago, six faculty members of teachers colleges are spending the current year at the Collaboration Center. This committee has prepared a report on human growth and child development.

The accrediting committee has made seven inspections and has especially contributed valuable precedents in two cases involving Standard XII, Appointment, Academic Freedom and Tenure. The list of accredited members numbers 185.

The executive committee has met frequently in order that the emergencies of the war years might have full discussion and reference to the membership. Well-attended regional meetings were held in connection with the regional meetings of the American Association of School Administrators.

The president has represented the Association in (1) the Committee on Relationships between Higher Education and the Federal Government of the American Council on Education, (2) the United States Committee on Educational Reconstruction, (3) the Liaison Committee for International Education, and (4) a Committee on International Education and Cultural Relations.

The American Association of Teachers Colleges is one of sixteen different groups interested in some phase of teacher education now organized in the Council on Cooperation in Teacher Education. The delegates of the American Association of Teachers Colleges took part in a ten-day conference held at Madison, Wisconsin, in August 1943.

A second school for executives was held in August 1944 at Jackson's Mill, West Virginia, under the auspices of the Commission on Teacher Education and the American Association of Teachers Colleges, to discuss the six-year experience of the Commission on Teacher Education and to define the postwar problems of the teachers colleges. This school was attended by more than 160 teachers college executives and 75 representatives of related fields.

The American Association of Teachers Colleges, a department of the National Education Association, takes the place of the Department of

Normal Schools, which was formed at the Cleveland meeting, August 19, 1870, by a reorganization of the American Normal School Association which had been organized in 1858. In 1924 it was voted to appoint a committee to discuss the possibility of combining with the American Association of Teachers Colleges. In 1925 the combination was effected.

The Association publishes a yearbook. The annual dues, \$50, are payable to the secretary-treasurer. The Department meets in February.

The officers of the Association for the year 1943-44 were: *president*, Roscoe L. West, president, State Teachers College, Trenton, N. J.; *vice-president*, N. E. Steele, president, Northern State Teachers College, Aberdeen, S. Dak.; *secretary-treasurer*, Charles W. Hunt, president, State Teachers College, Oneonta, N. Y.; *executive committee*, W. J. McConnell, president, North Texas State Teachers College, Denton, Texas (term expires 1945); W. W. Parker, president, Southeast Missouri State Teachers College, Cape Girardeau, Mo. (term expires 1946); Leon R. Meadows, president, East Carolina Teachers College, Greenville, N. C. (term expires 1947).

AMERICAN COUNCIL OF SCIENCE TEACHERS

The outlook for the American Council of Science Teachers was anything but bright at the start of this fiscal year. Many former members had received commissions for the important phase of science instruction needed for the armed forces. Others answered the calls of industrial concerns which were badly in need of scientifically trained men to augment their increased volume of business, while still others were drawn away from the profession by the more profitable war work pay. Few state, area, and national scientific meetings, always a big interest builder and source of memberships, could be held, being restricted by travel conditions. In spite of these conditions, a loyal group of local, district, and state workers started early on an intensive campaign.

It is gratifying to note that thru their concerted efforts there has been a 70 percent increase in membership over that of last year. Also, several science organizations have affiliated with the Council this year.

Members of the Council received four issues of the *Science Teacher*, the official magazine of the Council. A yearbook, entitled *Pre-Induction Training*, containing challenging articles by a number of leaders in science education, was distributed to members in December 1943.

The Council continued its policy of cooperating with other science organizations in planning and working on science projects which should lead to more effective instruction for the wartime as well as the postwar period. The Council is also cooperating with educational institutions in co-sponsoring science workshops.

The cooperative efforts on the various science projects encouraged the leaders to attempt "the much discussed" formation of a central science organization around which all could affiliate. Consequently, on April 1 and 2, 1944, representative delegates of leading science organizations met and

drew up a constitution, platform for action, and so forth, for what will be known as the National Science Teachers Association. As the first step called for the merger of the American Council of Science Teachers and the American Science Teachers Association, the question was submitted to the directors and membership of each organization and a favorable vote was returned. At the well-attended departmental meeting held on July 4 the merger was officially consummated. The N. S. T. A. is not only a department of the National Education Association but also is associated with the American Association for the Advancement of Science. Affiliation of existing science groups to make the N. S. T. A. the strong unifying organization is the next goal in the plans as outlined. A long-range program has been mapped out which can have far-reaching effects.

The American Council of Science Teachers is an outgrowth of a state department of natural science teachers which was organized at a meeting of the Colorado State Teachers Association in 1894. It was first known as the Department of Natural Science Instruction and later as the Department of Science Instruction. On July 4, 1944, the Council merged with the American Science Teachers Association and became the National Science Teachers Association.

The Association meets once each year, in July, and publishes a yearbook and the *Science Teacher*. The annual dues, \$1, are payable to the treasurer.

The officers of the department for the year 1943-44 were: *president*, Norman R. D. Jones, biology teacher, public schools, 5073-a Mardel, St. Louis 9, Mo.; *eastern vicepresident*, Mrs. Ethel Ramsden, State Teachers College, Montclair, N. J.; *north central vicepresident*, Fred W. Moore, High School, Owosso, Mich.; *western vicepresident*, W. B. Buckham, 50 Buckeye Ave., Oakland, Calif.; *southern vicepresident*, Greta Oppe, science teacher, Ball High School, Galveston, Texas; *secretary*, Nathan Neal, science teacher, Radio Station WBOE, Board of Education, Cleveland, Ohio; *executive secretary-treasurer*, Philip G. Johnson, director, teacher training in science, Cornell University, Ithaca, N. Y.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The editorial committee has prepared and published *Reviews of Educational Research* on the following topics: "Organization, Administration, and Supervision of Education"; "Mental Hygiene and Health Education"; "Psychological Tests and Their Uses"; "Finance and Business Administration"; and "Education of Exceptional Children and Minority Groups." In addition, a twelve-year index of the *Review* is being prepared for early publication.

Joint meetings were held with the American Association of School Administrators and the National Society for the Study of Education in New York City, Chicago, and Kansas City in February and March 1944. These

meetings were held in conjunction with the regional conferences of the American Association of School Administrators. In these joint meetings the topics that were discussed related to the role and contribution of educational research to war and postwar progress.

A special undertaking of the American Educational Research Association is the work of a joint committee on research of the American Council on Education and the American Educational Research Association. This committee has been planning a study of research in education in two of its major aspects: (1) the educational research programs and activities being carried on thruout the nation, and (2) the activities and procedures in training persons to carry on educational research.

The American Educational Research Association was formed in 1915 as the National Association of Directors of Educational Research. It became a department of the National Education Association in July 1930. This Association is composed of persons who are engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with public or private educational agencies.

Annual dues for active members of the Association are \$5. The chief publication of the Association is the *Review of Educational Research*, published five times a year, Volume I having been published in 1931. The Association meets in February.

The officers of the Association for the year 1943-44 were: *president*, Newton Edwards, professor of education, University of Chicago, Chicago, Ill.; *vicepresident*, J. Wayne Wrightstone, assistant director, Bureau of Reference, Research, and Statistics, Board of Education, Brooklyn 2, N. Y.; *secretary-treasurer*, David Segel, consultant, U. S. Office of Education, Washington, D. C. The members of the *executive committee* are the president, vicepresident, secretary-treasurer, and chairman of the editorial board, ex officio, and the immediately preceding past-president—Arthur I. Gates, Teachers College, Columbia University. The members of the *editorial board* were: J. Cayce Morrison, New York State Education Department, Albany, N. Y., *chairman*; Arnold E. Joyal, professor of education, University of Maryland, College Park, Md.; Bess Goodykoontz, U. S. Office of Education, Washington, D. C.; the president and secretary, ex officio.

AMERICAN INDUSTRIAL ARTS ASSOCIATION

The American Industrial Arts Association is no exception in feeling the toll the war emergency is taking in our profession. It is more and more difficult to carry on, as many of our finest teachers, leaders, and workers have joined the armed forces or found it necessary to leave the profession.

Now, as never before, the American Industrial Arts Association offers for the first time in the history of education an opportunity for industrial arts teachers to stand by themselves for their own interests.

The various committees under competent leaders have worked untiringly to keep things going. The editorial and publications board, under the leadership of Allen D. Backus, board of education, Newark, New Jersey, has been outstanding in its articles and work for the *Industrial Arts Teacher*. This paper is a bulletin of news and views of the American Industrial Arts Association which is printed and sent to its members quarterly.

The national membership committee, with John A. Whitesel of Miami University, Oxford, Ohio, as its leader, has selected regional directors and divided the country into thirteen regional districts.

John R. Ludington of State College, Raleigh, North Carolina, heads the curriculum commission. Postwar goals for industrial arts have been their project. A printed symposium of curriculum principles and practices is planned as a publication of the American Industrial Arts Association.

John J. Hatch, executive secretary and treasurer, of State Teachers College, Newark, New Jersey, has been most faithful in the execution of his duties and has aided every officer and committee member.

The guidance and leadership of William E. Warner of Ohio State University, now Major Warner, has been greatly missed since he enlisted in the armed forces.

The American Industrial Arts Association became a department of the National Education Association at the Denver convention in July 1942.

The officers of the Association for the year 1943-44 were: *president*, Everett J. McIntosh, industrial arts teacher, public schools, Brookline, Mass.; *vicepresident*, Paul E. Harrison, State Teachers College, DeKalb, Ill.; *executive secretary-treasurer*, John J. Hatch, head, industrial arts department, State Teachers College, Newark, N. J.

ART EDUCATION

The Department of Art Education has continued its program initiated last year, the chief features of which were (1) the development of services for members, (2) affiliative activities aimed at coordinating the art interests of the country behind a national program of art education, and (3) cooperative activities directed toward providing more sound art reference materials for use in the schools. In these areas the following has been done this year:

Services for members—Pamphlets, posters, and other useful teaching aids, were distributed free to each member. These items included color prints of great paintings from Capehart, Book-of-the-Month Club, Phillips Gallery, and *Encyclopedia Britannica*; Mark Twain picture map and brochure; picture maps of England and Australia; color prints of scenes around the world with TWA; color prints of caricatures by F. Molina Campos, painter of Argentine gaucho life; new posters from Canadian, Dutch, Mexican, and other sources; informational pamphlets and bibliog-

raphies on the United Nations; lists of exhibitions available; information on occupational and recreational therapy and on camouflage.

Further work has been done on the organization of the Kodachrome Slide Exchange, the Exchange of State Art Publications, the Circulating Collection of Student Art Work, and the Book Service.

Affiliative activities—Officers and board are carrying out a plan leading toward affiliation of all regional and state art associations with the Department. The board has invited each of the four regional associations to name one of its officers to serve as its representative on our board. Further, all presidents of state groups will be asked to serve as state chairmen for the Department. It is hoped by this means to increase membership and also to facilitate the use of our services on a nationwide basis.

Cooperative activities—The Department joined with the Missouri State Art Association and a sectional group of the Western Arts Association to hold a regional meeting in Kansas City, Missouri, on March 11. There was a total attendance of 400 at the two sessions.

A selected number of colleges are cooperating with us in preparing special art reference material for distribution at cost to NEA members. These will be ready in the fall, and will include portfolios of silk-screen printed pictures of Latin-American costumes, handicrafts, and flags. Later we hope to prepare similar portfolios on the arts of Russia, China, and other countries.

Publications—The annual *Bulletin* was published containing reports of activities, a selection of the material prepared for the government pamphlet, and a reference list on the "Use of Art in Wartime."

A committee prepared material for four special issues of *Design* magazine on "American Regional Handicrafts." Important craft centers of the East, North Central, Pacific, and Southwest were featured in the February and subsequent issues of the magazine.

Material is being prepared for a series on American masterpieces selected and commented upon by various notable Americans, to be published in an art news magazine and later issued in a portfolio of color prints.

The Department of Art Education became a part of the National Education Association by vote of the Representative Assembly on July 6, 1933. The Department developed from the Conference on Art Education.

The Department of Art Education meets twice a year. The winter meeting is held in connection with the convention of the American Association of School Administrators, and the summer meeting with the National Education Association. The annual dues, \$1, are payable to the treasurer of the Department.

The officers of the Department for the year 1943-44 were: *president*, Marion E. Miller, director of art, public schools, 414 Fourteenth St., Denver 2, Colo.; *vicepresident*, Idella Church, director of art, Rio Vista High School, Rio Vista, Calif.; *secretary*, Alfred Howell, director of art, public schools, Cleveland, Ohio; *treasurer*, C. Dean Chipman, director of fine arts, Elgin Academy of Art, Elgin, Ill.

BUSINESS EDUCATION

The Department of Business Education of the National Education Association continued thru the year 1943-44 with the same administrative organization as 1942-43. This was done only because of the suspension of a regular meeting of the Department in Indianapolis in June 1943.

During the year the executive committee and officers met at the Statler Hotel in Detroit, December 29, 1943, for the purpose of transacting necessary business. At this meeting the plan for the consolidation of all professional organizations of business teachers was discussed at length. A committee was appointed to meet with committees from other organizations to further discuss the possibilities of such an association.

The regular quarterly issue of the *National Business Education Quarterly* was published on schedule. It was edited by Anson B. Barber, secretary of the Department and editor-in-chief of publications.

A postwar planning committee, with Vernal H. Carmichael as chairman, is working closely with the U. S. Office of Education.

An abbreviated meeting of the Department of Business Education was held on July 4, 1944, at Pittsburgh. The chief matter of business which was considered was a plan of reorganization and election of officers.

The Department of Business Education was created in response to a petition read at the meeting at Saratoga Springs, New York, July 12, 1892, from the Business Educators' Association, requesting admission as a department of the National Education Association. The Business Educators' Association was organized in New York City in 1878.

The Department meets once each year in July. The annual dues, \$1, are payable to the secretary-treasurer of the Department. The official publication is the *National Business Education Quarterly*.

The officers of the Department for the year 1943-44 were: *president*, Cecil Puckett, University of Denver, Denver, Colo.; *first vicepresident*, Erwin M. Keithley, instructor, South Division High School, 1738 Iron St., Milwaukee, Wis.; *second vicepresident*, Mildred Howard, instructor, San Mateo Junior College, San Mateo, Calif.; *secretary*, Anson B. Barber, head, Department of Business Education, Madison College, Harrisonburg, Va.; *treasurer*, Bernard A. Shilt, 722 City Hall, Buffalo, N. Y.; *ex officio*, Hollis P. Guy, Administration Building, Room 183, Naval Air Station, Pensacola, Fla.; *directors*, Hamden L. Forkner, Teachers College, Columbia University, New York, N. Y. (term expires 1943); Icie B. Johnson, Senior High School, Amarillo, Texas (term expires 1943); Mildred J. O'Leary, Swampscott High School, Swampscott, Mass. (term expires 1943); L. H. Diekroeger, Hadley Technical High School, St. Louis, Mo. (term expires 1944); Dorothy Travis, Central High School, Grand Forks, N. Dak. (term expires 1944); D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pa. (term expires 1945); Mildred E. Taft, 720 N. Michigan Ave., Chicago, Ill. (term expires 1945); *coordinator*, Mrs. Frances Daub, North, Western High School, Baltimore, Md.

CLASSROOM TEACHERS

The work of the Department of Classroom Teachers is divided into three parts:

Promoting the work of the Department with its convention plans, correspondence, committees, field trips, conferences, and editorial work.

Assisting local associations with their organization problems.

Handling the records, correspondence, and promotional work in connection with the affiliated associations of the NEA.

The Department realizes that the local association is the cornerstone of professional organization activities; that it is the workshop in training for leadership; that state and national associations gain in strength and ability to serve as professional attitudes and loyalties are built thru the activities of the local associations. Therefore, the Department has undertaken a more intensive program of rendering direct assistance to local associations.

Local conferences covering an entire state were planned in order to invigorate the activities of the existing local organizations and to encourage the organization of other local groups.

Four successful regional conferences were held in Greenville, South Carolina; Camp Classen, Davis, Oklahoma; Kalamazoo, Michigan; and Providence, Rhode Island. These conferences were planned as training schools for local and state leaders in order to afford them practical help and inspiration in studying their own problems together.

Officers of the Department have made 104 field trips in twenty-six states, giving direct service and help to local associations. The Department was responsible for a series of articles in the *Journal of the National Education Association* entitled "Building Strong Local Associations."

The Department of Classroom Teachers held its first session at the St. Paul meeting, July 8, 1914. It was organized in response to petitions representing classroom teachers in all parts of the country. The Department was reorganized under a constitution at the Boston meeting in July 1922.

The Department meets at the time of the annual meeting of the Association. The chief publication is the *News Bulletin*.

The officers of the Department for the year 1943-44 were: *president*, Mabel Studebaker, junior high-school teacher, 426 E. Tenth St., Erie, Pa.; *vicepresident*, Phares E. Reeder, teacher, Dunbar High School, Dunbar, W. Va.; *secretary*, Ona C. Raines, social studies teacher and student adviser, Horace Mann Junior High School, Tulsa, Okla.; *executive secretary*, Hilda Maehling, 1201 Sixteenth St., N. W., Washington 6, D. C.; *director ex officio*, Harold H. Blanchard, teacher, Central High School, South Bend, Ind.; *northeastern regional director*, Regina E. Smith, junior high-school teacher, 70 Academy Ave., Providence, R. I.; *southeastern regional director*, Margery H. Alexander, teacher, Plaza Road School, Box 744, Route 7, Charlotte, N. C.; *north central regional director*, Jean Armour MacKay, teacher, Senior High School, 121 Highland Ave., High-

land Park, Mich.; *south central regional director*, Mrs. Beulah Keeton Walker, activities director, Alex W. Spence Junior High School, Dallas, Texas; *northwestern regional director*, Elidia A. Salverson, elementary art teacher, Washington School, Seattle 7, Wash.; *southwestern regional director*, Robert J. Hannelly, mathematics teacher, Phoenix Junior College, Phoenix, Ariz.

ELEMENTARY SCHOOL PRINCIPALS

The Department of Elementary School Principals has had a very successful year. Forty-three of the forty-eight states have reached the quotas as set by the officers, and the state representatives of the following seven states have made 50 percent gains: Arizona, Delaware, Idaho, Maine, Nevada, Oregon, and Tennessee.

The yearbook for 1943-44—*Elementary Schools—the Frontline of Democracy*—was sent first to all members on September 15 and is now in its first reprint edition. The five bulletins of the Department for this membership year have stressed supervision, juvenile delinquency, health, what makes a good elementary school, and pupil progress.

Last September the Department was invited to be one of the thirty educational associations with special interest in international education. A representative was sent to Harpers Ferry, West Virginia, to help form a liaison committee for international education. A report of this meeting went to all members of the Department on January 1, 1944.

The headquarters staff has cooperated with the Education Division, War Finance Section, U. S. Treasury, in sending out helpful materials for the selling of war stamps and bonds, and with the Conservation Committee in its campaign of salvaging wastepaper. A representative has been present at many other conferences, both government and other agencies, where the interest of elementary education has been concerned.

The Department cooperated with the University of Pittsburgh, Pittsburgh, Pennsylvania, in holding its seventh annual conference on elementary education, July 10-21. The subject of this conference was "The Elementary School—Preparing for Citizenship." There were 107 registrants representing twenty-four states, the largest number being from Pennsylvania. A volume of proceedings for the conference will be sent to all members of the conference early in September.

The new yearbook, *Creative Schools*, which has been in the process of preparation by the editorial committee of which Mata V. Bear, St. Louis, Missouri, is chairman, will be sent to members this coming year.

The Department of Elementary School Principals, temporarily organized as the National Association of Elementary School Principals at the Atlantic City meeting of the Department of Superintendence in February 1921, became a department of the National Education Association at Des Moines in July 1921.

The Department meets twice each year, in February and in July. The dues, \$3, are payable to the Department of Elementary School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C. The Department publishes the *National Elementary Principal* and a yearbook.

The officers of the Department for the year 1943-44 were: *president*, Sarah L. Young, principal, Parker School, Oakland, Calif.; *first vicepresident*, Robert H. Edgar, principal, Bedford School, Pittsburgh, Pa.; *second vicepresident*, Laura E. Kellar, principal, Atwater School, Shorewood, Milwaukee, Wis.; *third vicepresident*, Mrs. Florine Howes Elrey, principal, Central School, Mamaroneck, N. Y.; *fourth vicepresident*, Raymon W. Eldridge, principal, Lawrence School, Brookline, Mass.; *fifth vicepresident*, Eugene H. Herrington, principal, Ebert School, Denver, Colo.; *executive secretary*, Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington 6, D. C.; *executive committee*, Elizabeth R. Malcolm, principal, Truman Street School, New Haven, Conn. (term expires 1944); Irvin A. Wilson, 437 South Stone Ave., La Grange, Ill. (term expires 1944); Lester J. Nielson, 724 Windsor St., Salt Lake City, Utah (term expires 1945); Marjorie Walters, principal, Harrison School, Cedar Rapids, Iowa (term expires 1946).

GARDEN EDUCATION

Membership in the Department is small. Few school people are wholly engaged in school gardening, and science teachers who carry on this activity, for the most part, do not feel able to join another organization. A merger of the Department with the Council of Science Teachers is being considered, since their interests are so closely allied.

Interest in gardening as a school activity has been stimulated by the victory garden campaign. In an effort to maintain such school activities on an educational basis, the Department has sponsored numerous articles and talks by officers and others. It cooperated with the National Victory Garden Institute in the publication of a circular for school people entitled *Victory Gardens for Boys and Girls*. In it a plan for organizing school-sponsored home gardening projects for pupils is set forth briefly. It has been widely distributed.

During the year the Department, thru a special committee, sponsored the publication of a second text in gardening called *Advanced Garden-Graphs*, published in April by Garden Reviews, 415 Lexington Avenue, New York City. This was written by Paul R. Young, school garden supervisor, Cleveland, Ohio. It is planned for use in junior high-school grades, and supplements the 1942 publication, *Elementary Garden-Graphs*. Interest in the latter book continues and a large number of sample copies have been provided school people who are planning to inaugurate a gardening program.

The Department of Garden Education was first organized in 1911 as the School Garden Association of America, but became a department of the

National Education Association, on acceptance of a petition for affiliation, in 1939. Annual dues are \$1.50, payable to the Department of Garden Education, 1201 Sixteenth St., N. W., Washington 6, D. C. Meetings are held annually in connection with the summer meeting of the National Education Association.

The officers of the Department for the year 1943-44 were: *president*, Paul R. Young, supervisor, school gardening, Board of Education, Cleveland, Ohio; *vicepresident*, Marvin M. Brooks, director, nature, garden education, Board of Education, 110 Livingston St., Brooklyn, N. Y.; *secretary*, Herbert G. Meyer, instructor, Harvey Rice Garden, 11529 Buckeye Rd., Cleveland, Ohio.

HIGHER EDUCATION

During the year each member of the Department has received all issues of the *Journal of the National Education Association*; three issues of a departmental news letter; the February 1944 *Research Bulletin*, "Teachers Colleges after Two Years of War"; the April 1944 *Research Bulletin*, "Proposals for Public Education in Postwar America"; *Education and the People's Peace*, a pamphlet of the Educational Policies Commission; *Let's Talk About Education and the People's Peace*, a discussion bulletin of the Educational Policies Commission; and *The Foundation of Freedom*, the annual report of the executive secretary of the NEA.

The Department held a meeting in Pittsburgh in connection with the annual meeting of the Representative Assembly of the NEA. Ralph Turner of the U. S. Department of State discussed international cooperation in education. Fred Kelly of the U. S. Office of Education discussed postwar problems of the colleges. There were panel discussions of current problems of higher education, including democratic administration.

The Department of Higher Education was one of the original departments of the Association, being created in 1870. It continued active until 1924 when it was discontinued by vote of the Board of Directors. It was reestablished by action of the Representative Assembly in July 1942.

The officers of the Department for the year 1943-44 were: *president*, H. B. Wells, president, Indiana University, Bloomington, Ind.; *vicepresident*, Walter P. Morgan, president-emeritus, Western Illinois State Teachers College, Macomb, Ill.; *secretary-treasurer*, Alonzo F. Myers, professor of education, School of Education, New York University, New York, N. Y.; *executive committee*, Eugene S. Briggs, president, Phillips University, Enid, Okla. (term expires 1945); W. M. Mallon, dean of arts and sciences, St. Louis University, St. Louis, Mo. (term expires 1944).

HOME ECONOMICS

During the past year the Department has endeavored to provide guidance and leadership to teachers and supervisors of home economics in meeting

the crucial issues which in wartime so intimately affect family life problems. Effort has been made to bring about increased cooperation between home economics organizations and other agencies concerned with improving family living now and in peacetime.

The first contact with members during the year was thru the issuance of the American Education Week folder which was enclosed in American Education Week packets, sent to all junior and senior high schools and to members of the Department, a total of approximately 5000 copies. Suggestions for the program for each day included activities and pertinent references.

During the year the regional directors met for tri-regional conferences. The purpose of these four meetings was to pool suggestions from the twelve regions for unifying regional plans and thereby strengthening the Department.

Following are the main items of the business meeting of the Department held in Pittsburgh on July 4, 1944: Dorothy Ellen Jones, NEA representative on the Coordinating Council of Home Economics, described the undertaking of the year. "An Analysis of the Structure and Purposes of National Organizations Serving Teachers and Supervisors of Home Economics" was sponsored by the coordinating council of the Department of Home Economics of the National Education Association, the home economics section of the American Vocational Association, and the department of elementary and secondary teachers of the American Home Economics Association. It was felt that the resulting clarification would be of definite value in promoting each of these professional organizations. Copies of this publication are being distributed to members of the three organizations and to all colleges training teachers of home economics. The summary of a nationwide study, "The Place of Economics in the War Program," which also was a joint undertaking of the three organizations, was made available to members during the year. Irene E. McDermott was appointed NEA representative for the 1944-47 term.

The Department voted to cooperate with the staff of the Consumer Education Study of the National Association of Secondary-School Principals. Anna M. Dooley, supervisor of home economics, Newark, New Jersey, was appointed to represent the Department.

The executive committee approved taking necessary steps whereby the Department of Home Economics of NEA would cooperate with the American Home Economics Association and the U. S. Office of Education in promoting a nationwide organization of high-school home economics clubs.

Frances L. Swain will continue as Department representative on the National Council of Education during 1944-45.

At the Atlanta meeting of the Association in 1929 the necessary petition for the formulation of a Department of Supervisors and Teachers of Home Economics was presented to the Representative Assembly and to the Execu-

tive Committee. In response to a petition by the National Conference of Supervisors and Teachers of Home Economics, the Department of Supervisors and Teachers of Home Economics was created in 1930. At the meeting in Atlantic City, February 1938, it was voted to change the name of the Department to the Department of Home Economics.

The Department of Home Economics meets semiannually, February and July. The Department publishes a "News Letter," containing the report of each meeting, and an occasional bulletin. The annual dues, \$1, are payable to the treasurer.

The officers of the Department for the year 1943-44 were: *president*, Amanda Ebersole, Drexel Institute of Technology, Philadelphia, Pa.; *vice-president*, Ruth A. Sanger, Board of Education, Toledo, Ohio; *secretary*, Pauline H. Drollinger, State Department of Education, Cheyenne, Wyo.; *treasurer*, Alma Keys, State Department of Education, Little Rock, Ark.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

Activities of the Council this year consisted of publishing the *Journal of Exceptional Children* and encouraging state and local conferences on special education. If war conditions permit, we hope to have a meeting in connection with one of the regional conferences of the American Association of School Administrators next February.

Application for the establishment of a Department of Special Education was made at the Atlanta convention in 1939. A petition bearing more than 250 names was presented at that time and the creation of the Department was authorized a year later.

In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the Department was changed to the International Council for Exceptional Children, a department of the National Education Association.

The annual dues for the Department, \$1 chapter and \$2 individual, are payable to the secretary-treasurer. The Department meets in July.

The officers of the Council for the year 1943-44 were: *president*, John J. Lee, in charge of the Bureau of Teacher Recommendations, Wayne University, Detroit, Mich.; *vicepresident*, Florence Dunlop, psychologist, Public School Board, Ottawa, Canada; *treasurer-manager*, Mrs. Beulah S. Adgate, Saranac, Mich.

KINDERGARTEN-PRIMARY EDUCATION

It has been the practice for much of the planning of the Department of Kindergarten-Primary Education to revolve about a professional meeting at convention time. The purpose of this gathering is principally to afford

inspiration and guidance to teachers in the kindergarten-primary field. Since it was impossible for the Department to meet at the Indianapolis convention, its activities this year have, of necessity, been curtailed.

In lieu of a meeting during the summer of 1943, the following material was distributed to members:

School Services of Children of Working Mothers. Community Action for Children in War Time.

Pamphlet No. 1 in "School Children and the War Series" of the Children's Bureau of the Department of Labor.

A list of available publications dealing with the child and presentday problems provided by the U. S. Office of Education.

The Kindergarten-Primary Department held an afternoon session on July 4, 1944, at the national meeting in Pittsburgh. Maycie Southall, professor of elementary education, George Peabody College for Teachers, Nashville, Tennessee, gave the address, "Educational Leadership for Today's Schools." The report of the resolutions committee was adopted and other routine business was transacted. Definite plans were made to get advice, cooperation, and publicity to and from a larger number of kindergarten-primary teachers and parents.

The Department of Kindergarten-Primary Education grew out of a meeting of the Froebel Institute of North America, which met in connection with the Association's meeting in Madison, Wisconsin, in 1884.

The name of the Department was changed in 1927 to the Department of Kindergarten-Primary Education. The Department meets in July. No dues.

The officers of the Department for the year 1943-44 were: *president*, Mrs. Frederica B. Jones, 624½ N. Sweetzer, Los Angeles, Calif.; *vice-president*, Adeline Stevenson, 818 Fourth Ave., Fargo, N. Dak.; *secretary*, Mrs. Bertha Hirsch, 3757 Tracy St., Los Angeles, Calif.; *executive committee*, Amy E. Emery, 45 Auburn St., Brookline, Mass. (term expires 1944); Olga Korsbreck, Moorehead, Minn. (term expires 1944); Helen Hunter, 7151 Perry Ave., Chicago, Ill. (term expires 1945); Mildred B. Moss, 236 Woodbridge Ave., Metuchen, N. J. (term expires 1946).

LIP READING

This year a committee of five was appointed by our editor, Elizabeth Schleicher, to cooperate in every way with the War Department in its effort to rehabilitate the war-deafened servicemen. An article concerning this work was included in each issue of our *Lip Reader*. A complete roster of our members, their location, and availability was sent to the Veterans Administration, the War Department, the American Society for the Hard of Hearing, and the American Red Cross so that war-deafened individuals could be referred to us for aid as they return to civilian status in their own respective communities upon dismissal from the War Department rehabilitation centers.

In the meeting of the Department of Lip Reading at the Pittsburgh meeting of the NEA, the following topics were discussed: (1) hard of hearing children in public schools, (2) the war deafened and how we of the Department of Lip Reading can help in their adjustment to civilian life, and (3) research problems related to the hard of hearing. Short summaries of the three discussions will appear in the October issue of the *Lip Reader*.

The Department of Lip Reading was established at the Philadelphia meeting of the National Education Association in July 1926, following the required successive meetings of the group and after a petition had been presented to the Association.

Meetings are held once each year in July. The Department publishes the *Lip Reader* and an occasional bulletin. The annual dues, \$1, are payable to the secretary-treasurer.

The officers of the Department for the year 1943-44 were: *president*, Laila Larsen, supervisor, hearing conservation, public schools, 228 St. Joseph St. S., South Bend, Ind.; *vicepresident*, Ferne Haggen, teacher of lip reading, Skokie School, Winnetka, Ill.; *secretary-treasurer*, Louise Hillyer, teacher of lip reading, Dallas Public Schools, Dallas, Texas.

MUSIC EDUCATORS NATIONAL CONFERENCE

The Music Educators National Conference, since becoming a department, has maintained close contact with the parent organization, and has received numerous aids and benefits thru this cooperative relationship. Associate Executive Secretary Vanett Lawler, who has spent most of her time in Washington since 1940, is, at the time this goes to press, finishing the last month of a tour thru countries of Central and South America and the Antilles. Miss Lawler officially represents NEA and MENC under a grant made to the Pan American Union by the Office of the Co-ordinator of Inter-American Affairs.

The NEA and its Music Department are represented on the Advisory Committee of Music of the Department of State by Executive Secretary C. V. Buttelman. The Department also is carrying on an extensive program in connection with the Schools at War Program sponsored by the War Finance Division of the Treasury Department. For the most part, the current program of MENC is geared to war and postwar affairs, and various auxiliary and affiliated state and national associations are cooperating in this broad program. Meetings of the Conference are streamlined, and for the duration all major activities and programs involving student participation are discontinued or considerably curtailed. The 1945 division meetings of the MENC are scheduled as follows:

Southern—Birmingham, Alabama, Tutwiler Hotel, March 9-12.

Southwestern—Dallas, Texas, Baker Hotel, March 16-19.

California-Western—Fresno, California, Californian Hotel, March 28-31.

Northwest—Seattle, Washington, Olympic Hotel, April 6-9.

North Central—Indianapolis, Indiana, Claypool Hotel, April 13-16.

Eastern—Philadelphia, Pennsylvania, Benjamin Franklin Hotel, April 20-23.

MENC publishes the *Music Educators Journal*, Yearbook, Research Council Bulletins, Teacher Aids, and occasional special bulletins in the field of music. Pending the time when competition festivals and similar activities can be resumed by the sponsoring organizations, the National School Band, Orchestra and Vocal Associations, auxiliaries of MENC, are devoting major attention to school and community wartime services, in connection with the Schools at War Program of the Treasury Department and in cooperation with other locally sponsored activities.

The national biennial meeting of the Department will be held in Cleveland, March 29 to April 4, 1945.

The Department of Music Education of the National Education Association was created by the Board of Directors at the convention held in Madison, Wisconsin, in 1884. The Music Department was active until 1928 when it was discontinued. In 1934 at the Washington convention the Department was reinstated by action of the Representative Assembly. In 1940 the Music Educators National Conference became a department of the NEA, merging with the Department of Music Education.

The Conference meets biennially; division conferences odd years. Dues are \$3 plus state dues in affiliated states.

The MENC executive committee members for 1943-44 were: *president*, Lilla Belle Pitts, professor of music education, Teachers College, Columbia University, New York, N. Y.; *first vicepresident*, Fowler Smith, director of music, public schools, 467 W. Hancock, Detroit, Mich.; *second vicepresident*, Haydn Morgan, head, Music Department, Michigan State Normal College, Ypsilanti, Mich.; *executive secretary*, C. V. Buttelman, 64 E. Jackson Blvd., Chicago, Ill.; *associate executive secretary*, Vanett Lawler, Music Division, Pan American Union, Washington, D. C.; *members-at-large of executive committee*, John C. Kendel, director of music, public schools, 414 Fourteenth St., Denver, Colo. (term expires 1944); William E. Knuth, head, Music Department, San Francisco State College, 124 Buchanan St., San Francisco, Calif. (term expires 1944); J. Leon Ruddick, supervisor of instrumental music, public schools, Board of Education, Cleveland, Ohio (term expires 1946); Lorrain E. Watters, captain, AUS (term expires 1946).

NATIONAL ASSOCIATION OF DEANS OF WOMEN

The National Association of Deans of Women has continued to give its members all possible service despite wartime curtailments and with full recognition of the especially difficult wartime problems of deans in secondary and college education.

Unable for the second year to provide the stimulus of a national convention, the organization developed three other means for disseminating information for guidance counselors:

The Journal—Copies of this quarterly publication went to approximately one thousand readers, including the membership, exchanges with professional and social groups, college and university libraries, and personnel administrators. Subscriptions tripled. Current issues stressed group activities, philosophy and practice of counseling, preservation of social values, and international understanding.

Letter service—Approximately twenty-five daily requests for information were answered. The requests concerned such problems as the academic disruptions of accelerated curriculums, housing shortages, war marriages, recreational handicaps, and preinduction guidance.

"A bargain sale"—Priced at \$1, bargain packages of publications worth nearly \$3 were sold; these contained *Journal* reprints, guidance studies, and special bibliographies.

A policy of general reduction in running expenses was adopted. To that end, the executive secretary was employed on a part-time basis and stenographic help reduced to a minimum. Plans for publication of new materials were dropped.

A restricted meeting in Pittsburgh in July, in connection with the Representative Assembly of the National Education Association, was held. A schedule of five regional meetings has been set for 1945, to be held in New York, Chicago, Denver, San Francisco, and Atlanta.

The year ends with the Deans' Association in the black, financially, altho it started in the red. Membership has held its own despite the inroads of industry and the uniformed services. A spring drive for delinquent dues, an organized effort to secure new members, and the increase in *Journal* subscriptions have contributed to this present prosperity.

The National Association of Deans of Women, a department of the National Education Association, became affiliated with the National Education Association in 1918.

The publications of the Association consist of a quarterly *Journal* and miscellaneous monographs. The annual dues, \$5, are payable to the executive secretary. The Association meets in February, except in wartime.

The officers of the Association for the year 1943-44 were: *president*, Elsie May Smithies, assistant principal, University of Chicago High School, Chicago, Ill.; *vicepresident*, Grace H. Wilson, dean of women, Colorado State College of Education, Greeley, Colo.; *secretary*, Ruth Hier, dean of girls, James Ford Rhodes High School, Cleveland, Ohio; *treasurer*, Hilda Threlkeld, dean of women, University of Louisville, Louisville, Ky.; *executive secretary*, Mrs. Helen Hunter Griswold, 1201 Sixteenth St., N. W., Washington 6, D. C.

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS

The goal for our department during the year has been to keep the spirit as well as the letter of the Four Freedoms, to instil into the minds and lives of the girls and boys who work on school publications the ideals of fair play, truth, and tolerance. Our aim is to profit *today* by the history of *yesterday* so we can make *tomorrow* a world where little nations as well as powerful nations may live in security, friendliness, and cooperativeness with their neighbors; where being a member of a particular race, color, or creed is neither an asset nor a liability; where the rule of journalism—to see straight, think straight, and tell the truth—will prevail.

The National Association of Journalism Directors has just voted affiliation with the National Scholastic Press Association in order to make a greater contact with teachers of journalism and directors of publications.

At the executive council meeting held last December in Chicago, committees were appointed to revise the constitution, to make an investigation of the journalism teaching load, to check courses of study, and to investigate journalism teacher-training opportunities. Reports will be made at the executive council meeting (officers and state directors) next December. At that time the election of president and vicepresident will be considered. The secretary and treasurer have been reelected for two years.

The National Association of Journalism Directors, organized more than fifteen years ago, voted to ask department status of the National Education Association at the Detroit meeting in the summer of 1937. Accordingly, the petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. At San Francisco, the National Association of Journalism Directors became a department of the NEA.

The National Association of Journalism Directors (NAJD) meets at the time of the National Scholastic Press Association (NSPA) usually in December. All conventions, however, have been canceled for the duration. Meetings have also been held during the NEA summer session, but these, too, have been canceled until after the war.

Quill and Scroll magazine, published by the Quill and Scroll Society, and the *Scholastic Editor*, published by the National Scholastic Press Association, print official news columns for NAJD. Annual dues of \$1 for members affiliated with NSPA, or \$1.50 if paid independently, are payable to the treasurer of the NSPA.

The officers of the department for the year 1943-44 were: *president*, Olive Allen, adviser, *Central High Times*, Central High School, St. Paul, Minn.; *vicepresident*, Maude Staudenmayer, journalism director, Juneau High School, Milwaukee, Wis.; *secretary*, Gunnar Horn, journalism director, Benson High School, Omaha, Nebr.; *treasurer*, Thelma McAndless, journalism director, Roosevelt High School, Ypsilanti, Mich.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

The year has been filled with many activities aimed toward a redirection of the secondary schools to the immediate war-created issues of the schools and to the needed plans for the postwar period in secondary education. This objective of the Association was sought and in part accomplished in many ways and from different directions.

I. The Studies of the Association

A. Education for Democratic Citizenship

The Study prepared twenty-one resource units in *Problems in American Life* thru a grant from the General Education Board, begun in 1940 and completed during the year. The pamphlets were prepared for teachers in the secondary schools as resource units on the social, economic, and political issues in our American life.

The final six units, Nos. 16-21, were prepared this year. They are: (16) *America's Schools*, (17) *The Health of a Nation*, (18) *Politics in Action*, (19) *The American Standard of Living*, (20) *The American Way of Business*, and (21) *Urban and Rural Living*.

B. The Consumer Education Study

This Study, thru a grant from the National Better Business Bureau, has completed its second year under the direction of Thomas H. Briggs.

During the year, a staff has been at work preparing materials for secondary education on the consumer level. Some of the units listed below were given tryouts in selected schools during the year.

The pamphlets now in preparation are: *Problems and Opportunities of the Modern American Consumer*, *Time on Your Hands*, *Advertising*, *You and Our Economic System*, *The Rural Consumer*, *Making a House Your Home*, *Effective Shopping*, *Investing in Yourself*, *Money Management*, *Consumer Law*, *Standards and Labels*, *Competing Economic Systems*, *A Buyer's Handbook*, *Buying Recreation and Health*, *Insurance*, and *Consumer Credit*.

C. Secondary-School Credit for Military Experience in the Armed Forces

Thru a grant from the Joint Army-Navy Committee of the War and Navy Departments, a study was made of existing practices in school recognition of the educational work carried on by former students of the secondary schools now in the armed forces.

Acceptance of a policy for evaluating and awarding credit for this educational work was effected thru the regional accrediting associations, the state departments of education, and many national educational organizations concerned with secondary education.

Two reports were issued to all secondary schools:

Secondary-School Credit for Educational Experience in Military Service. A recommended program.

Earning Secondary-School Credit in the Armed Forces. A statement of guiding policies and recommendations for evaluating and awarding secondary-school credit for educational experience in military service.

II. Regular Publications

A. *The Bulletin.* Issued monthly from October thru May as the professional and service organ for secondary education, has devoted several numbers to the major wartime administrative issues in secondary schools.

The other issues of the *Bulletin* during the year were designed to give constructive aid to secondary schools in meeting the many school problems created and accentuated by a nation at war.

B. *Student Life.* Eight copies issued from October thru May. This monthly publication, partly pictorial, is written by secondary-school students on the many activities in schools thruout the nation. Interesting descriptions of school programs on student council activities, harvesting crops, aiding in the war program, and physical fitness were written and distributed in the 24-page student magazine.

III. Special Publications

A. *Discussion Guide for Secondary Schools.* A 4-page folder was arranged on seven vital topics in secondary education in wartime and 10,000 copies were distributed free to secondary schools in January 1944. The topics were: "Secondary-School Credit for Educational Experience in Military Service," "Wartime Guidance," "Curriculum Adjustments," "Work Experience," "Consumer Education," "Post-War Secondary Education," and "School-Community Relations."

This discussion guide was provided free to all members of the Association and has been widely used by faculty and discussion groups during the year.

B. *Getting Ready for Induction.* A bulletin for young men ages 16-20, of the question-and-answer type, giving authoritative information on the necessary steps from civilian life to military induction. More than 100,000 copies were distributed.

C. *Continuing Your Education in the Armed Forces.* A bulletin for young men advising them of the many educational opportunities for them in the armed forces.

D. *Aviation Education in Wisconsin Schools.* A statewide program for secondary schools in Wisconsin, recommended by the state department of education. A forward look for secondary education to meet the educational needs in the air age.

IV. Other Services

During the year, the Association was very active in shaping, cooperatively with other educational organizations, the proposed legislation that came before our Congress. The most important of these were the education for veterans and the universal military training for male youth.

The Association was almost wholly responsible for the passage of H. R. 1991 on July 9, 1943, the act that provided deferment for students in their last half of the school year in the secondary school.

V. New Activities

A. During the year, the Association completed arrangements with the National Association of Student Councils and the National Association of Sponsors of Student Participation in School Administration for the direction and sponsorship of the National Association of Student Councils in our secondary schools.

B. The National Honor Society, founded by the National Association of Secondary-School Principals in 1921, was transferred from the Chicago office to the Washington office on July 1, 1943, on retirement of Harry V. Church. The Society has grown extensively during the year and it now has more than 3200 chapters in the leading secondary schools in all states.

VI. The Planning Committee during the year engaged in the study and development of a comprehensive plan for secondary education in the post-war period.

An arrangement was made with the Educational Policies Commission of the National Education Association and the American Association of School Administrators to develop an illustrated outline plan for secondary education based on the forthcoming publication, *Education for All American Youth*, of the Educational Policies Commission. The preliminary work on this project has been completed and the outline, *Planning for American Youth, An Educational Program for Youth of Secondary-School Age*, has been prepared for publication and will be available about November 1, 1944.

The National Association of Secondary-School Principals, a department of the National Education Association, was organized in Topeka, Kansas, in 1886 under the name of the Department of Secondary Instruction. In 1917, at Kansas City, Missouri, the organization became known as the National Association of Secondary-School Principals. In February 1927, at St. Louis, Missouri, consideration was given to the affiliation of the Association with the National Education Association as a Department of Secondary-School Principals to include the whole field of secondary education, comprising junior high schools, senior high schools, and junior colleges. At Boston, Massachusetts, it became the Department of Secondary-School Principals of the National Education Association. In February 1939, at the Cleveland meeting, the name of the Department became the National Association of Secondary-School Principals of the National Education Association, and in July 1940 the central offices were moved from Chicago to the headquarters building of the National Education Association in Washington.

The publications of the Association consist of the *Bulletin*, issued eight

times a year, including a yearbook; and *Student Life*, an illustrated magazine of student activities, issued eight times a year. The annual dues, \$3, are payable to the executive secretary. The Association meets in February and July.

The officers of the Association for the year 1943-44 were: *president*, Hugh H. Stewart, principal, Davis High School, Mt. Vernon, N. Y.; *first vicepresident*, E. R. Jobe, state high-school supervisor, State Department of Education, Jackson, Miss.; *second vicepresident*, Wilfred H. Ringer, headmaster, Brookline High School, Brookline, Mass.; *executive secretary-treasurer*, Paul E. Elicker, 1201 Sixteenth St., N.W., Washington 6, D. C.; *executive committee*, Virgil M. Hardin, principal, Pipkin and Reed Junior High Schools, Springfield, Mo. (term expires 1944); Sanford F. Jameson, principal, Ashland High School, Ashland, Ohio (term expires 1944); E. W. Montgomery, president, Phoenix Junior College, Phoenix, Ariz. (term expires 1945); Galen Jones, principal, East Orange High School, East Orange, N. J. (term expires 1946).

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

The annual three-day meeting of the Association was held in New York in December 1943 under the title "War Problems Conference." More than 300 members were in attendance. The opening meeting was addressed by Willard E. Givens, executive secretary of the NEA; Francis J. Brown of the American Council on Education; and Lennox Grey of Teachers College. Later meetings were geared largely to the role of speech in the war.

A luncheon meeting celebrated the completion of the Association's nine-year project on the preparation of the critical studies of American orators which were published last September in a two-volume collection, entitled *History and Criticism of American Public Address*, under the editorship of W. N. Brigrance.

The relationship of speech to the war forced the Association to give greater consideration to public relations than heretofore. The executive council asked W. Hayes Yeager of George Washington University, as executive secretary, to take charge of the contacts of the Association with the agencies of the federal government, educational and professional associations, and other organizations. He is assisted by the members of a newly created committee on educational policy, of which he is chairman. One of the duties of the executive secretary is to issue a mimeographed "Speech News Letter" at such times as seem desirable.

All of the other publications of the Association—*Quarterly Journal of Speech*, *Monographs*, and *Directory of Teachers of Speech*—have been continued during the war on the same basis as before.

The National Association of Teachers of Speech was organized in 1914 by a small group of teachers of speech. In 1939 the Association became a department of the National Education Association. The Association pub-

lishes the *Quarterly Journal of Speech* founded in 1915; the *Speech Monograph* issued annually since 1934; and the *National Directory of Teachers of Speech* issued annually since 1935. The Association meets in December. Dues are \$3.

The officers of the Association for 1944 are: *président*, Bower Aly, professor of speech, University of Missouri, Columbia, Mo.; *first vicepresident*, Joseph F. Smith, professor of speech, University of Utah, Salt Lake City, Utah; *second vicepresident*, John W. Black, professor of speech, Kenyon College, Gambier, Ohio; *executive secretary*, W. Hayes Yeager, Depew professor of public speaking, George Washington University, Washington, D. C.; *business manager-treasurer*, Rupert L. Cortright, professor of speech, Wayne University, Detroit, Mich.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

During the past year the National Council for the Social Studies has continued its work of providing leadership and guidance for elementary- and secondary-school social studies teachers. Special attention has been devoted to the problems of adjusting the social studies curriculum to meet the needs of a nation at war, yet at the same time giving attention to the more basic and permanent aspects of civic education.

In compliance with the wishes of the government, the annual meeting usually held in November was canceled for 1943. During the year the Council provided speakers for meetings of a number of affiliated local councils. These meetings were widely distributed geographically, from Massachusetts to California and Wisconsin to Louisiana.

The publications program has gone forward. A volume for elementary-school teachers, entitled *Wartime Social Studies in the Elementary School*, has been published, designed to aid with immediate wartime curriculum problems. The fourteenth yearbook, *Citizens for a New World*, distributed to all members without charge, deals with the problems of postwar international organization, and the issues faced by social studies teachers in preparing citizens for successful living in the era of peace. A committee representing the National Council for the Social Studies, the American Historical Association, and the Mississippi Valley Historical Association prepared a joint report entitled *American History in Schools and Colleges*. This report contains the results of an extensive survey of the teaching of American history in our schools with concrete suggestions for the improvement of such courses.

During the year a joint project with the National Association of Secondary-School Principals was brought to a close with the publication of the last six in a series of twenty-one units in the "Problems in American Life" series.

Social Education, the official journal of the Council, has been published each month, October thru May. It has carried a wide variety of content dealing with articles on method and subjectmatter as well as references to practical teaching aids.

Considerable energy and thought are currently being devoted to the problems of the social studies curriculum in the postwar world. In the preparatory stage is a statement of policy as to the nature and purposes of the social studies curriculum in tomorrow's world. A committee is at work preparing a monograph on problems of minority groups with constructive suggestions for social studies teachers; and another committee is preparing a monograph dealing with the nature and role of consumer education in social studies instruction.

The National Council for the Social Studies was organized in 1921. It was made a department of the National Education Association by the Board of Directors at the Indianapolis meeting of the Association in 1925. In 1939 it was incorporated under the laws of the state of Illinois. The headquarters office was established in the headquarters building of the National Education Association in Washington in June 1940, at which time its first executive secretary assumed his duties.

The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. Annual dues of \$3, payable to the executive secretary, entitle each member to receive the official journal (issued monthly, October thru May), the yearbook, and occasional bulletins. The Council meets in November.

The officers of the Council for the year 1943-44 were: *president*, Allen Y. King, supervisor, social studies, Board of Education, Cleveland, Ohio; *first vicepresident*, I. James Quillen, associate professor of education, Stanford University, Calif.; *second vicepresident*, Mary G. Kelty, author, 3512 Rittenhouse St., N.W., Washington, D. C.; *executive secretary-treasurer*, Merrill F. Hartshorn, 1201 Sixteenth St., N.W., Washington 6, D. C.; *editor of "Social Education,"* Erling M. Hunt, head, Department of History, Teachers College, Columbia University, New York, N. Y.; *board of directors*, C. C. Barnes, supervisor of social studies, public schools, Detroit, Mich. (term expires 1943); Nelle E. Bowman, head of social studies, public schools, Tulsa, Okla. (term expires 1943); Robert E. Keohane, University of Chicago, Chicago, Ill. (term expires 1943); Hilda Taba, University of Chicago, Chicago, Ill. (term expires 1944); Ruth West, head of social studies, Lewis and Clark High School, Spokane, Wash. (term expires 1944); Howard E. Wilson, associate professor of education, Harvard University, Cambridge, Mass. (term expires 1944); Stanley E. Dimond, public schools, Detroit, Mich. (term expires 1945); Burr W. Phillips, head of social studies, Wisconsin High School, University of Wisconsin, Madison, Wis. (term expires 1945); Fremont P. Wirth, professor of the teaching of history, George Peabody College for Teachers, Nashville, Tenn. (term expires 1945); Howard R. Anderson, director, School of Education, Cornell University, Ithaca, N. Y. (term expires 1946); Roy A. Price, associate professor, education and citizenship, Syracuse University, Syracuse, N. Y. (term expires 1947).

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

The business meetings are held at the time of the meeting of the American Association of School Administrators. Since there has been no general meeting this year, it has not been possible for an election of officers to be held or any other business to be transacted.

The Council met in Pittsburgh on July 4, during the annual meeting of the National Education Association, and held a business session after a luncheon meeting. Since the group does not have a budget, the work has to be general until and unless provision can be made for a more active plan of work.

The National Council of Administrative Women in Education, a department of the National Education Association, was organized in Oakland, California, in 1915 by a group of women in attendance at the annual meeting of the National Education Association.

Since its organization the Council has held two meetings a year, one in February and one in July. At the Atlantic City meeting of the National Education Association, application was made to the Board of Directors for the admission of the Council as a department, and favorable action on the application was taken by the Representative Assembly on Friday morning, July 1, 1932.

The dues, \$1.50, are payable to the secretary.

The officers of the Council for the year 1943-44 were: *president*, Sue M. Powers, county superintendent of schools, Shelby County Schools, Memphis, Tenn.; *vicepresident*, Mrs. Inez Johnson Lewis, state superintendent of public instruction, State House, Denver Colo.; *secretary*, Mary J. Sweeney, viceprincipal, elementary school, 118 Twenty-Sixth Ave., San Francisco, Calif.; *treasurer*, Lucy Mason Holt, principal, Ocean View School, Norfolk, Va.; *auditor*, Mary Elizabeth O'Connor, director of practice teaching, Lesley School, Cambridge, Mass.; *directors*, Bess Goodykoontz, assistant commissioner of education, U. S. Office of Education, Temporary Building M, Washington 25, D. C. (term expires 1945); Mary Guyton, 264 Bay State Road, Boston, Mass. (term expires 1945); Mary B. McAndrew, superintendent of schools, Carbondale, Pa. (term expires 1945); Margaret Mackintosh, principal, Public School No. 140, Brooklyn, N. Y. (term expires 1945); Agnes Samuelson, secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa (term expires 1945).

RURAL EDUCATION

The Department of Rural Education, because of the transportation situation in wartime, was unable to hold its regular meetings in 1943. Consequently, the officers elected in 1942 were held over until March 1944. Membership in the Department has remained fairly stable during this period.

A regular annual meeting of the Department was held in Kansas City, Missouri, March 7 and 8, 1944, in connection with the regional meeting of the American Association of School Administrators. There was a regular election of officers and a successful program was held.

The Department has proposed plans for expanding its services largely thru an expansion of the Division of Rural Service of the NEA. The expansions proposed are as follows:

Provide the facilities thru which lay leaders and others interested in the various aspects of rural life and agriculture may be called upon to make such contributions as they can.

Expand the program of regional conferences on rural life and education so as to reach the lay and professional leadership of all the states.

Carry on a continuous program of production of professional literature dealing with distinctive problems of rural education, especially literature for the specific use of rural teachers and literature on broad policies of administration, finance, and community relationships.

Furnish advisory and counseling services for state and local leadership in solving major problems in the field of rural education.

The Department, in cooperation with the Division of Rural Service of the NEA, has held two regional conferences on rural life and education: the Great Lakes Conference, Chicago, February 1944; and the Mid-South Conference, University of Louisiana, May 1944. The Department also was one of the sponsors of the American Country Life Conference, Chicago, April 1944.

The Department's wartime commission on rural education, in cooperation with the Department's committee on publications and constructive studies, is producing the yearbooks of the Department for 1944 and 1945: *Rural Schools and the War*, the 1944 yearbook; and "Rural Schools of Tomorrow," the 1945 yearbook, which will be available in the fall of 1944 and is intended to be a discussion guide for groups considering rural education in the postwar era.

Summary of Meetings

KANSAS CITY, MISSOURI

Three sessions were held by the Department of Rural Education at Kansas City, Mo., March 7 and 8, 1944.

First Session

Presiding, A. F. Elsea, editor, educational publications, Edwards Press, Jefferson City, Mo.

"Problems of Rural Education in Wartime," Frank W. Cyr, professor of education, Teachers College, Columbia University, New York, N. Y.

Panel discussion—*leader*, A. F. Elsea.

Second Session

Presiding, E. E. Stonecipher, director of rural education and extension, Kansas State Teachers College, Pittsburg, Kans.

"Looking to the Future in Rural Education," William Jardine, president, Municipal University, Wichita, Kans.

Panel discussion—*leader*, David E. Lindstrom, rural sociology, department of agricultural economics, University of Illinois, Urbana, Ill.

Third Session

Presiding, A. F. Elsea, editor, educational publications, Edwards Press, Jefferson City, Mo.

"Current Status of Federal Aid Legislation," Forrest Rozzell, field secretary, Arkansas Education Association, Little Rock, Ark.

Discussion from the floor.

"Problems of Professional Organization in Rural Education," Howard A. Dawson, director of the Division of Rural Service, NEA, and executive secretary of the Department.

Discussion from the floor.

A business session was then held. Reports were made by the following committees and commissions: executive committee, committee on publications and constructive studies, wartime commission on rural education, resolutions committee, nominations committee. All reports were accepted and approved. Officers were elected as nominated. (See list of officers shown on page 404). The constitution and bylaws were amended to abolish the office of corresponding secretary and transfer all the duties of that office to the executive secretary.

One session of the Department was held at Pittsburgh on July 4, 1944. The following program was held:

General Session

Presiding, Lois M. Clark, president of the Department.

"Schools That Reach and Serve All the Children," Glenn W. Irvin, supervisor of special education, Fayette County, Uniontown, Pa.

"Schools That Help To Improve Life in the Community," Helen Elaine Stenson, Central Michigan College of Education, Mt. Pleasant, Mich.

Discussion.

The Department of Rural Education developed from the Department of Rural and Agricultural Education which was authorized by the Board of Directors in 1907. At the Chicago meeting in 1919, the Department was reorganized with three organized rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents' Section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers—under the name of the Department of Rural Education.

The Department meets twice each year, in February and in June. The annual dues are \$2, payable to the National Education Association. Each member receives all issues of the NEA *Research Bulletin*, the yearbook, and occasional bulletins.

The officers of the Department for the year 1943-44 were: *president*, Barton Morgan, head, Department of Vocational Education, Iowa State College, Ames, Iowa; *vicepresident*, Eloise Mays, general supervisor, Marin County Schools, San Rafael, Calif.; *recording secretary*, Lois M. Clark, adviser, early childhood and elementary education, Department of Public Instruction, Harrisburg, Pa.; *executive secretary*, Howard A. Dawson, director of Rural Service, NEA, 1201 Sixteenth St., N. W., Washington 6, D. C.; *executive committee*, Edwin R. Embree, president, Julius Rosenwald Fund, 4901 Ellis Ave., Chicago, Ill. (term expires 1943); Lois M. Clark, adviser, early childhood and elementary education, Department of Public Instruction, Harrisburg, Pa. (term expires 1944); Dwight L. Bailey, director, rural education, Western Illinois State Teachers College, Macomb, Ill. (term expires 1945); Chloe C. Baldrige, director, rural education, State Department of Public Instruction, Lincoln, Nebr. (term expires 1945); R. D. Baldwin, professor of education, West Virginia University, Morgantown, W. Va. (term expires 1946); Norman Frost, professor of rural education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1946); Frank W. Cyr, professor of education, Teachers College, Columbia University, New York, N. Y. (term expires 1947); Rex Haight, director, State Correspondence School, Missoula, Mont. (deceased); A. F. Elsea, editor, educational publications, Edwards Press, 140 Boonville Road, Jefferson City, Mo. (term expires 1948); Frank C. Ransdell, superintendent, Hardin County Schools, Kenton, Ohio (term expires 1949); and the president and vicepresident, ex officio.

SECONDARY TEACHERS

The Department of Secondary Teachers of the National Education Association is an organization devoted to an exploration of the interests and problems of the secondary teacher in the various fields of instruction.

During the year 1943-44 the Department's organization was strengthened by the addition of 95 representatives who act as workers in membership drives, as promoters of NEA activities, and as sectional leaders for the Department. Securing these workers and publicizing their work was one of the major efforts of the membership campaign.

The Department's committees are being reorganized under the direction of John E. Dugan, chairman of a committee on research. The new committees, as well as all others, plan programs of greater service to the secondary teachers in the years ahead.

The motion picture committee, under the chairmanship of William Lewin, continues its splendid program of investigating and discussing many phases of the movie, radio, drama, and television. The members of this committee meet about sixty times a year at screenings. Their opinions and reviews are published monthly in *Film and Radio Discussion Guide*. Its editor, Mr. Lewin, this year furnished an article on educational films of 1943 for publication in the *Encyclopedia Britannica Yearbook*.

The Department has continued its policy of cooperation with all subject-

matter groups, as well as other educational groups, thruout the United States.

The advisory council has been enlarged, and, in December met with the officers in New York City. The Department met in Pittsburgh, July 4, at the annual convention of the National Education Association. The program consisted of a business meeting and an inspirational meeting. An audience of 500 came out to hear John E. Dugan's address, "Are Teachers Necessary?" and Colonel M. Thomas Tchou's inspiring speech, "Education for World Citizenship."

The Department of Secondary Teachers was established in 1886. It lapsed temporarily in 1924. In 1931 it was revived by the Delegate Assembly of the National Education Association at its annual convention in Los Angeles. At the San Francisco meeting in 1939 the name of the Department was changed from the Department of Secondary Education to the Department of Secondary Teachers.

The Department meets in February and July. The dues, \$1, may be sent directly to the National Education Association. The principal publication is a bulletin, *Secondary Education*.

The officers of the Department for the year 1943-44 were: *president*, Corda Peck, director of dramatics, Collinwood High School, Cleveland, Ohio; *second vicepresident*, Katharine Ommanney, drama department, North High School, Denver, Colo.; *secretary*, Louis Messing, Evander Childs High School, New York, N. Y.; *advisory council*, William Lewin, Weequahic High School, Newark, N. J., *chairman*; Hardy Finch, Greenwich High School, Greenwich, Conn.; J. Raymond Hutchinson, Thomas Jefferson High School, Elizabeth, N. J.; Gretchen Jennings Kirby, Venice High School, Los Angeles, Calif.; Adele A. Lange, West Division High School, Milwaukee, Wis.

SUPERVISION AND CURRICULUM DEVELOPMENT

The Department of Supervision and Curriculum Development, NEA, was created in March 1943 by the merging of the Department of Supervisors and Directors of Instruction, NEA, and the Society for Curriculum Study. The merger has proved highly successful and the first year's program heartening. The membership now exceeds the combined membership of the two former organizations. The journals of the two former organizations, *Educational Method* and *Curriculum Journal*, have been combined and are now published as *Educational Leadership*.

Membership in the Department is open to all persons interested in developing better schools. Members include supervisors, directors of instruction, superintendents, curriculum coordinators, professors of education, teachers, principals, department heads, and other persons with similar professional interests. Members are entitled to a subscription to *Educational Leadership*, a copy of the current yearbook, and all other privileges of membership.

The Department sponsored two summer conferences during 1943: "Children and the War," Syracuse University; and "Extending Educational Opportunities for Children and Youth," Madison, Wisconsin. State and regional conferences were sponsored by a number of affiliated state organizations.

The Department has named a number of working committees to study problems in supervision and curriculum:

Problems of Beginning Supervisors, a study to be made by beginning supervisors to determine problem areas and experiences which are helpful in adjustment.

Problems of Beginning Teachers, a study similar to the one above, but made by teachers.

Before- and After-School and Vacation Experiences, a study of the implications of extended school services for school-age children.

Historical Narrative of a School, a study of the development of a school at Badger Village, Wisconsin, by the staff and consultants.

A City and Its Children, a survey of what is happening to children in a given community.

Basic Education in the Secondary School, an investigation of current changes in the secondary school which may lead to postwar curriculum patterns.

Work Experience, a joint project with the National Association of Secondary-School Principals to study programs of work experience for children and youth.

Interpreting Children and Youth to the Public, a joint project with the Association for Childhood Education. Two committees are at work, one to investigate interpretation thru lay periodicals, and the other thru films.

Recruitment of Teachers, a joint project with the National Association of Secondary-School Principals and the National Vocational Guidance Association.

Ten-Year Study of young people who express an interest in becoming teachers, following them thru the late high-school years, college, and early teaching experience.

Recent publications of the Department include: *Toward a New Curriculum* (the 1944 yearbook), *Discipline for Today's Children and Youth*, *Bibliography on Elementary Education*, and *Education in the Armed Services* (written by educators now in uniform, describing army and navy programs of significance to education).

The Department of Supervisors and Directors of Instruction in its inception was an independent society called the National Conference on Educational Method, organized in February 1921. In July 1929, the organization was accepted as a department of the NEA. On March 1, 1943, the Department of Supervisors and Directors of Instruction merged with the Society for Curriculum Study and changed the name of the organization to the Department of Supervision and Curriculum Development of the National Education Association. The Department publishes a journal, now called *Educational Leadership*, and a yearbook.

Annual dues, \$4, are payable to the executive secretary. National meetings are held twice a year in connection with the conventions of the NEA and of the American Association of School Administrators. Local, state, and regional meetings are held periodically.

The officers for the year 1943-44 were: *president*, H. Ruth Henderson,

Tennessee-Eastman Corp., Clinton Engineer Works, Knoxville, Tenn.; *first vicepresident*, Alice Miel, instructor, Teachers College, Columbia University, New York, N. Y.; *second vicepresident*, Edgar M. Draper, professor of secondary education and curriculum, University of Washington, Seattle, Wash.; *executive secretary*, Ruth Cunningham, 1201 Sixteenth St., N.W.; Washington 6, D. C.; *field secretary*, James F. Hosic, 1521 Highland Road, Winter Park, Fla.; *executive committee*, Maycie Southall, professor of elementary education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1944); Hollis L. Caswell, director, Division of Instruction, Teachers College, Columbia University, New York, N. Y. (term expires 1945); Jennie Wahlert, elementary principal, public schools, St. Louis, Mo. (term expires 1946); and the officers of the Department ex officio.

VISUAL INSTRUCTION

Due to the exigencies of war, the Department of Visual Instruction has not held an annual meeting for the past two years. However, sectional meetings have been held by the various zones.

Many of the members of the Department are engaged in war activities which involve visual education so that no broad national program of objectives has been attempted this year. Those members left on the home front have carried on war activities in their communities. Much valuable war information has been brought to the American public by means of school visual education equipment.

There was a sectional meeting of the Department held in connection with the National Education Association meeting in Pittsburgh in July. The theme of the sectional meeting was "Postwar Planning for the Use of Visual Aids in the Schools."

Training of our men in the armed forces, with the assistance of visual aids, has helped to crystallize the use which will be made of these aids in the schools in the future. Members of the Department look forward to a more meaningful and fruitful utilization of visual education due to the experience gained from the war period.

The Department of Visual Instruction was organized at the Oakland-San Francisco meeting in July 1923.

The dues for this Department, \$2, are payable to the secretary-treasurer. The chief publication is the *Educational Screen*. The Department meets in February and in July.

The officers of the Department for the year 1943-44 were: *president*, Mrs. Camilla Best, director, Division of Audio-Visual Aids, public schools, 1835 Erato St., New Orleans 13, La.; *first vicepresident*, U. S. Burt, Oregon State College, Corvallis, Oreg.; *second vicepresident*, James R. Brewster, Harvard University, Cambridge, Mass.; *secretary-treasurer*, Lelia Trolinger, University of Colorado, Boulder, Colo.

VOCATIONAL EDUCATION

The Department of Vocational Education has been kept in operation to provide opportunities for educators interested in a broad vocational training program to meet during the regular conventions as a unit and at joint sessions with certain other departments of the National Education Association. A session was held on July 4 during the meeting of the Representative Assembly at Pittsburgh. Officers for the ensuing year were elected at that time.

The Department of Vocational Education was organized in 1875. The Department assumed its present name in 1919. Formerly it was known as the Department of Industrial and Manual Training; Manual Training; Vocation Training and Practical Arts.

The Department meets twice each year, in February and July. No dues.

The officers of the Department for the year 1943-44 were: *president*, C. L. Wetzel, regional chief of training, War Manpower Commission, 1600 Fidelity Building, Kansas City, Mo.; *secretary*, M. Reed Bass, director, David Rankin Junior Trade School, St. Louis, Mo.

MINUTES OF THE TWENTY-FOURTH REPRESENTATIVE ASSEMBLY

OPENING SESSION

TUESDAY EVENING, JULY 4, 1944

The opening session of the twenty-fourth meeting of the Representative Assembly of the National Education Association of the United States, held in the ballroom of the Hotel William Penn, Pittsburgh, Pennsylvania, was called to order at 8:00 p.m. by the president of the Association, *Mrs. Edith B. Joynes*, principal, Robert Gatewood School, Norfolk, Virginia.

President Joynes: We will now have the invocation by *Samuel P. Franklin*, professor of religious education and dean of the School of Education, University of Pittsburgh.

(The invocation was given. "Pledge of Allegiance" to the flag; singing of the national anthem, led by *Oscar W. Demmler*, special supervisor of instrumental music, Pittsburgh; and presentation of platform guests followed.)

President Joynes: We will now have the memorial service. *Wilma L. Zimmerman*, president of the Business and Professional Women's Club of the state of Washington, a Life Member and a great worker of the NEA, and chairman of the Committee on Necrology, will lead us in this memorial service.

Miss Zimmerman: I am sure you all realize that this year, especially, there were many circumstances that make this hour of remembrance something very special to each of us. I should like to recognize and express appreciation, on behalf of the Committee and myself, for the beautiful tribute which has been written by *Joy Elmer Morgan*. You will want to follow the words, I am sure. They are found on page 6 of your program:

"Our hour of remembrance this year has unusual significance because the issues of democracy, freedom, justice, and peace are everywhere at stake. Many of our members are at their posts in the armies of liberation and some have paid the supreme sacrifice upon the field of battle in defense of light and reason.

"Those who have held to their posts in the schoolrooms have likewise fought the battles of civilization and humanity. Many have been broken before their time by the heavy burdens of wartime service. They, too, are heroes. The teacher serves the nation in war and in peace. It is sometimes necessary for men to die to win a war—and in a just cause we should all be willing to die gladly—but men must live to build a civilization.

"To our heroic dead of the past year, whether they have given their lives on land or sea or in the air or in the classroom, we bring our tribute of recognition and appreciation. It is ours to take up the torch which they have passed on to us. In the words of Abraham Lincoln:

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

"In remembrance of the deeds and lives of our departed friends and associates, may we bow our heads in a moment of silent gratitude and prayer."

(The audience arose and stood in silent prayer for a brief moment. Music by the string trio followed—*Hunter McGeary*, violin; *Eugene Eicher*, cello; and *Marion Berger*, harp.)

President Joynes: I want to thank these boys and girls for that beautiful music. It certainly was a great inspiration to all of us and I want to thank you, *Mr. Demmler*, because you are the person that has been training these boys and girls. We certainly do thank you, and we thank them for giving their time. It has been a great pleasure to all of us.

I am asking *Mr. Hill* to introduce our next speaker. I am doing it for two reasons. I want each one of you to have an opportunity to know our genial host. I have been in the city since Wednesday and I know that up to date everything has been carried out as he has planned. He has directed the planning of this meeting of the National Education Association and it means a great deal to have everything go exactly right.

Then, again, I thought you should know *Mr. Hill* because some of you are a long way from home and you might want to know the host for reasons I know not. Anyway, it is a good thing to know someone when you are a long way from home.

Then there is another reason. I knew that *Mr. Hill* would want to introduce his state superintendent, because if I were in Virginia, I would want to introduce my superintendent. At this time I am very happy to present *Henry Hill*, superintendent of the Pittsburgh schools.

Mr. Hill: I am reminded that no introduction, and certainly one that is not even on the program, should be too long. I don't know who said it, but it was something like this: an introduction to be immortal did not have to be eternal and in view of the amount of shock, mental and physical, and everything you are going to have in the next two, three days, I suggest to myself that I be brief!

Our state superintendent has served in a good many capacities in public-school systems of Pennsylvania. He has been a college president and served in several capacities in the state department of public instruction. I am quite sure that neither the constitution nor the statutes of Pennsylvania say that a man has to be a Republican or that just because the governor is a Republican, the state superintendent of public instruction who is appointed by him has to be a Republican. I do have a hunch, however, that a good Republican would stand a better chance.

It was my pleasure to introduce him to the first gathering in Harrisburg after his appointment for the second four-year term. My reason for mentioning the fact that he is a Republican is not to do him any harm or injustice or to give him undue credit of any kind, but simply to mention that he was the well-nigh unanimous choice of both Republicans and Democrats. That is quite a different matter.

It is both an honor and a pleasure to present to you the leader of public education in the Commonwealth of Pennsylvania, *The Honorable Francis B. Haas*, state superintendent of public instruction.

(For *Mr. Haas's* address see page 9.)

President Joynes: *Superintendent Haas*, your words inspire each of us, give us more confidence to carry on and work harder in our schools for the boys and girls that are under our care. You, like us, are confident that public education will solve the many problems of the postwar world. We have done it before and together we will do it again.

Our next speaker is a lady who understands children, I am sure, because I cannot think of any one who has worked as she has worked in the parent-teacher association who does not understand children. I just could not get along without the parent-teacher association in my particular school. That is why I know that anyone who has gone from the local to the state to the district and finally to the national association must love children, must see the real necessity of this close cooperation between home and school—the most necessary thing to me especially during a crisis like we are having at this time.

It certainly gives me a great deal of pleasure to introduce our next speaker because it has been a real pleasure for me to have been associated with her several

times in the last few months. She is a most genial woman, most companionable, and has some good, sensible, sound ideas that appeal to me. It is with a great deal of pleasure that I present to you *Mrs. William A. Hastings*, president of the National Congress of Parents and Teachers.

(For *Mrs. Hastings'* address see page 13.)

President Joynes: We thank you, *Mrs. Hastings*, for that real challenge. We know that the two groups must work together. As you say, the National Congress of Parents and Teachers has over 3,500,000 members and we have nearly 1,000,000. If 4,500,000 people could get together and work on one particular thing—I am sure you know I have in mind equalizing the opportunity for all boys and girls thru federal aid—that would be the solution. I do hope that we are going to work together.

It is another challenge, I think, in every community. We must keep our public informed and if we keep our public informed about the program that we are using in our schools, perhaps we will go a great deal further than we ever have gone. Thank you, *Mrs. Hastings*.

The next speaker I thought was born in Virginia, but when I began to look up some things about him, I found that he came from South Carolina. Well, of course, that is not anything against him, but I hated to give up to South Carolina. I asked our next speaker, "How many years ago did you live in South Carolina?"

"Oh," he said, "I left South Carolina at the age of six months." So I really feel that he belongs to Virginia because he has been educated in Virginia and has done his work in Virginia. I am going to call him a Virginian—or adopted Virginian.

He has given unstintingly of his time to education, and he has given a great deal of time to the cooperative education association, as we used to call it. He has also been interested in the planning commission and at the present time he is president of the American Association of Colleges. He also has a hobby in which I am very much interested—farming. He may tell you that it is not a hobby, but I think it must be. I am told that even if it is a hobby, he is a very successful farmer, that he really has done a great deal in soil conservation. So when he gets tired, as perhaps he does, of lecturing and writing and being president and all those various things in education, he goes out to the farm where he can have a chance to think—yes, and get close to nature. After all, I think many of us need to have a chance in this busy life to go out and get close to nature and think things thru.

Our speaker is a dynamic speaker, versatile, and possesses unusual charm. I am sure that you have a real treat in store. I am most happy to present *Francis P. Gaines*, president, Washington and Lee University, Lexington, Virginia, who will speak to us on the "New Emphasis on Education."

(For *Mr. Gaines's* address see page 17.)

President Joynes: I think after that applause no words are necessary. It shows how much we appreciate this marvelous message that you have brought to us this evening. It seems little, but again it always comes to me, the only words that seem to be just right is to say, I thank you again!

(Announcements by *Mr. Hill* followed.)

President Joynes: We will assemble tomorrow morning at Syria Mosque at 10:15 a.m. for our first business session.

Mr. Franklin, will you dismiss us, please?

(The benediction was given. The meeting then adjourned.)

FIRST BUSINESS SESSION

• WEDNESDAY MORNING, JULY 5, 1944

The meeting was held in the auditorium of Syria Mosque and was called to order by *President Joynes* at 10:15 a.m.

President Joynes: The invocation will be given this morning by *The Reverend A. R. Robinson*, pastor, Sixth United Presbyterian Church.

(The invocation was given. *Jacob A. Evanson*, special supervisor of vocal music, Pittsburgh, then led the "Pledge of Allegiance" to the flag and the singing of "God Bless America.")

President Joynes: I know that you know that things don't "just happen." We always have people who are working behind the scenes that never get any recognition. I would like to read an explanation of just how the stage setting has been arranged at the Mosque.

The stage setting, which is built around the flags of the United Nations, was originally designed for a pageant entitled "Guaranteeing the Peace in the World of Tomorrow," and presented by the students of the Latimer Junior High School here in the city of Pittsburgh.

In the center, grouped around the victory sign, are the flags of the occupied countries, whose governments-in-exile, together with their underground movements, still carry on the struggle. At the left and right are represented the four great nations of the world, upon whose cooperation must largely depend the peace of tomorrow. These nations are the United States of America, whose Stars and Stripes wave above the old colonial flags; the British Empire, whose Union Jack waves above the flags of the British Commonwealth of Nations and India; the Chinese Republic, whose flag stands to the right of our own flag; and the Union of Soviet Socialist Republics, whose flag stands to the left of the Union Jack.

The students of Latimer ended their pageant with the words of the prophecy from Isaiah, and expressed the hope that in their lifetime that prophecy might be realized, and that the peoples of the world "shall beat their swords into plow shares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more."

At this time we will have the report of the Committee on Credentials. *L. E. Ziegler* of Columbia, Missouri, is the chairman.

Mr. Ziegler: I should like to report to you that the members of the Credentials Committee, as selected by states, met in the first balcony of this building and chose a chairman and core committee. Those people are as follows: *A. Gudwin Johnson*, Wisconsin; *Lillian Moore*, Maryland; *Mrs. Mary Carter*, Virginia; *Sara Fernald*, Alaska; *E. Carl Green*, Utah.

I wish to report further that the Committee met with *Mr. Martin* and we wish to submit this report to you at this time. We met and received reports and made some plans for certain governing rules and regulations which should hold for this meeting. There are three or four things that should be said and we urge your cooperation in them.

First, the registration will close today at 6:00 p.m.

Second, any necessary adjustments that need to be made in the registration may be made tomorrow at the registration desk in this building.

Third, we ask you to cooperate with us in not asking to be seated on the first floor of this building unless you are a certified delegate. Only certified delegates should be seated on the first floor of this building and in the front half of the first balcony.

Fourth, members of the NEA who are not delegates may be seated in the rear half of the first balcony and in the second balcony.

I am glad to report to you that up to this hour 1350 delegates have registered.

I am glad to submit this report to you and I move the adoption.

(The motion was seconded and carried.)

President Joynes: We will next have the adoption of the rules of procedure. *Cornelia Adair* is chairman of the Rules Committee. I am sure *Miss Adair* needs no introduction to this audience. She has served for some time as an active member and she has also been on the Rules Committee. I now present *Cornelia Adair*, chairman of the Rules Committee.

Miss Adair: I thought perhaps you might like to know the other members of the Rules Committee: *Agnes Samuelson*, Iowa; *Mrs. Louise G. Carson*, South Carolina; *Mary Titus*, West Virginia; *John Rusinko*, now in the Navy and at present stationed in San Diego.

If you will turn to page 15 you will find our rules are very much the same all the time, but I will read them:

RULES OF PROCEDURE FOR CONDUCT OF BUSINESS IN THE REPRESENTATIVE ASSEMBLY

As Suggested by Committee on Bylaws and Rules

1. Each state delegation shall elect a chairman. In the absence of a delegate only an alternate shall take his place, and when there is more than one alternate of a state or local affiliated association the delegates of that association shall select the alternate to act. (This pertains to the organization of each state delegation, the first step being that each delegation shall elect a chairman.)

2. There shall not be more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to five minutes and seconding speeches to two minutes each. There may be any number of seconds to nominations as long as there are only two seconding speeches.

3. In all nominations by roll call of states, any two states may exchange their alphabetical positions but no state shall by reason of such change be deprived of its opportunity to nominate or second.

4. No member shall speak in debate more than twice during the same day to the same questions, nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

5. All resolutions and all main motions submitted for consideration shall be in writing and shall be signed by the maker and the seconder. In case a delegate wishes to propose an amendment to the bylaws as provided for by Article XI, Section 1, or to the standing rules as provided for by Article XI, Section 3, the procedure shall be as follows: The proposed amendment shall be submitted to the Committee on Bylaws and Rules in writing. It shall be in triplicate and signed by a duly accredited delegate as the maker of a main motion and properly seconded. It must be read at a business meeting of the Representative Assembly and shall be printed as read in the convention *Proceedings* and official publications of the Association.

That all proposed amendments be submitted to the Committee on Bylaws not later than the conclusion of the first business session of the Representative Assembly so that they can be checked and edited if necessary.

6. Resolutions for the Committee on Resolutions must be in the hands of the Committee not later than the end of the morning session, July 5, and such notice shall appear in the *Delegates' Manual and Program*.

7. Copies of the report of the Committee on Resolutions shall be in the hands of the delegates previous to the time they are voted upon.

8. Voting: "In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the executive secretary, he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot." (See Article XI, Section 2, of the bylaws.)

9. In order to expedite the transaction of business, the *Delegates' Manual and Program* shall be the order of the day. The Committee on Bylaws and Rules shall arrange the program for the period designated as "unfinished business." Due consideration shall be given to the wishes of each committee chairman and other interested persons in arranging the length of time and the place on the "unfinished business program."

10. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

11. The acceptance of committee reports does not include approval of any requested appropriations. Such appropriation requests become effective only after specific approval of the Representative Assembly as special items of business and after approval of the Executive Committee. These items of business will be considered by the Representative Assembly at the time of the report of the Committee on Budget. The final approval of the budget by the Representative Assembly shall be by roll call of states.

I move, as chairman of the Rules Committee, and *Agnes Samuelson* seconds, that these rules be adopted as our convention rules.

(The motion was placed before the house for vote, and carried.)

President Joynes: We will next have the adoption of the order of business as a general guide for this meeting.

Miss Adair: I move that the program and order of business as printed in the *Delegates' Manual and Program* be accepted as a general guide to the order of business for this session.

(The motion was seconded by *Miss Samuelson* and carried.)

President Joynes: Next, minutes of the Indianapolis meeting. The minutes are printed and have been distributed to the members of the Delegate Assembly. I will now entertain a motion that we move the acceptance of these minutes.

(It was moved by *John Rushing* of Washington, seconded by *D. G. Dilts* of Nevada and carried, that the minutes of the Indianapolis meeting be accepted.)

President Joynes: We will now have the preliminary report of the Committee on Elections, given by the chairman, *Earl F. Bopp*, Cleveland Heights, Ohio.

Mr. Bopp: I have just a brief announcement in regard to the procedure for the voting tomorrow.

The annual election of officers for the National Education Association will be held tomorrow, Thursday. The balloting will take place between eight o'clock in the morning and three o'clock in the afternoon. All delegates are eligible to vote. Each of you who has received his yellow card will find a stub attached to that card. That stub must be turned in at the time you get your ballot and it must be signed at the time you are given your ballot. The place for voting will be in the banquet hall on the lower floor of this building. I would like to suggest that as many of you as can, vote early, so that there will not be too much congestion the last half hour before the polls close. Be sure to have your delegate's card with the stub attached if you expect to get a ballot.

I move the adoption of this procedure.

(The motion was seconded by *Earl Gridley* of California and carried.)

President Joynes: We will now have the amendments to bylaws given by a member of the Rules Committee.

Miss Adair: *Mrs. Carson*, a member of the Committee, will present the amendments.

Mrs. Carson: On page 17 you will find the text of the proposed bylaws. The first is Article II, Section 1 (b).

(Words or phrases in *italics* are to be added; those in brackets [] to be deleted.)

The Board of Directors shall consist of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid

members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the term of three years or until their successors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year.

Any city with a population of 5,000,000 or more maintaining a membership of 5000 or more in the National Education Association shall have a director on the Board of Directors of that Association, provided, however, that a state in which such a city is located shall not be entitled to a third member on the Board of Directors by virtue of having a membership in excess of 20,000. (Voting on this amendment was postponed until 1944 at the request of the sponsors.)

President Joynes: I now recognize *Martin Wilson* of New York City.

Mr. Wilson: On behalf of the sponsors, I move that this amendment be laid on the table, because of the present academic nature of the question and because of the shortness of time of this convention for debating controversial matters. I hope this motion will be seconded and carried unanimously.

(The motion was duly seconded and carried with unanimous vote.)

Mrs. Carson: The proposed amendment to Article II, Section 1 (b):

The Board of Directors shall consist of the president, the first vice-president, the treasurer, the chairman of the Board of Trustees, *the former presidents of the Association elected prior to July 1, 1937*, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director. . . . (Proposed to conform with the decision of the District Court of the United States for the District of Columbia in the case of past-presidents.)

(It was moved by *Mrs. Carson*, seconded by *Miss Titus*, that the proposed amendment be adopted as read.)

Mrs. Carson: I shall ask *Mr. Givens* to read the statement he has relating to this.

Mr. Givens: The statement which I am about to read is a historical statement of the facts in the case:

REPORT ON COURT ACTION IN THE CASE OF THE PAST-PRESIDENTS AS LIFE MEMBERS OF THE BOARD OF DIRECTORS

The charter of the National Education Association granted by Congress in 1906 provided that presidents of the Association, after completing their terms of office, should become members of the Board of Directors for life. As evidence of this, certificates were issued from time to time declaring the holders to be Life Members and Life Directors of the Association "as provided in its charter and bylaws."

The charter was amended by an Act of Congress in 1937. The amendment omitted the paragraph listing the membership of the Board of Directors but empowered the Representative Assembly of the Association to provide for the constituent membership of the Board of Directors thru the bylaws of the Association.

Subsequent to the issuance of the amended charter, at the annual meeting of the Association at Detroit, Michigan, in 1937, the charter was accepted and certain bylaws adopted by the Representative Assembly. Among the bylaws was one constituting the membership of the Board of Directors. This bylaw did not include in the membership of the Board of Directors the past-presidents of the Association.

Conflicting opinions were offered and quoted in the course of the debate of the Representative Assembly on the acceptance or amendment of this bylaw. It was

adopted in the form proposed and, with subsequent further amendments, now stands as Section 1(b) of Article II and does not provide for membership of past-presidents on the Board of Directors.

Certain past-presidents and others, feeling that the adoption of the bylaw was a deprivation of tangible rights, from time to time made statements to that effect. These were supported by the opinion of an attorney. Suggestion was made that court action in settlement of the controversy was desirable, and the Board of Directors, meeting in Denver, Colorado, on July 4, 1942, adopted the following recommendation of a committee reporting on the problem:

The Board of Directors recommends that the Executive Committee inform the appropriate past-president or past-presidents that it would welcome a friendly suit to determine the relationship of the concerned past-presidents to the Board of Directors, the cost of such suit in the court of original jurisdiction to be borne by the Association.

In order to determine how a "friendly suit" might be brought and what legal procedure might be employed, a study of the problem was made by *Carroll L. Beedy, Esq.*, Washington, D. C., as attorney for the Association. He concluded that the case constituted an "actual controversy" within the legal meaning of that phrase, and he determined that the District Court of the United States for the District of Columbia, sitting as a court of the United States, would entertain a declaratory judgment action on presentation of proper petitions.

The past-presidents of the Association were then informed that the Association would welcome a "friendly suit" to determine their relationship to the Board of Directors, the cost of such suit in the court of original jurisdiction to be borne by the Association, as authorized by its Board of Directors.

Past-Presidents Cornelia S. Adair, Carroll G. Pearce, Joseph Rosier, and Uel W. Lamkin, joined thru their attorneys, *Cromelin, Townsend, and Camalier & Kirkland*, in entering action for declaratory judgment and filed complaint in the United States District Court of the District of Columbia. Summons to file answer to the complaint was served upon the Association on May 18, 1943.

On June 7, 1943, the Association, thru its attorneys, *Baker, Beedy, and Magee*, filed answer to the complaint with motions for judgment and with statement of points and authorities in support of the motion in behalf of the Association.

Prior to argument of the case, attorneys for both the plaintiffs and the defendant met jointly with the business manager of the Association for the purpose of verifying all related facts and eliminating any disputes as to facts, thus allowing the argument before the court to be confined to the strictly legal phases of the case.

On July 1, 1943, the case was heard by *Chief Justice Edward Eicher* of the District Court of the United States for the District of Columbia. The action sought a declaratory judgment or decree adjudging the plaintiffs to be members for life of the Board of Directors of the Association. Preliminary to the hearing and with the approval of *Justice Eicher*, both attorneys stipulated that the decree of the court would be final and presumably recognized as binding.

Complete and detailed oral arguments were presented. At the close of the hearing, the attorneys were ordered to file briefs, on the basis of which, complete and detailed study of the case could be made. The briefs show that no facts were in dispute, thus segregating the argument to points of law only.

On August 10, 1943, *Chief Justice Eicher* rendered memorandum of opinion that "the plaintiffs are lawful members of the Board of Directors." *Chief Justice Eicher* stated that he doubted the necessity for any injunctive order inasmuch as the defendant "is not likely to risk the legality of any Board action if plaintiffs continue to be excluded."

On August 18, 1943, judgment was rendered as follows:

This action came before the court upon the complaint of the plaintiffs praying for a declaratory judgment, the answer of defendant to such complaint, and the motion of the defendant for summary judgment. There being

no issues of fact presented by the pleadings, and counsel for the parties having been heard orally and by briefs upon said motion for summary judgment and upon the prayer of plaintiffs for a declaratory judgment, and the court having filed its memorandum opinion dated August 10, 1943, it is hereby

ORDERED, ADJUDGED, AND DECREED that defendant's motion for summary judgment be denied. It is further ORDERED, ADJUDGED, AND DECREED that the plaintiffs are and each of them is a lawful member of the Board of Directors of the defendant corporation, National Education Association, for the balance of his or her life and each of said plaintiffs is entitled to be recognized by the defendant corporation as a member of its Board of Directors for such period of time.

Literally, this judgment affects only the status of the four past-presidents who joined as plaintiffs in the case; practically, it should affect the eighteen past-presidents now living who served from July 10, 1907, to July 1, 1937, inclusive.

In order to conform with the order of the court and to eliminate risk of illegality of actions of the Board of Directors, Section 1 (b) of Article II of the bylaws should be amended to provide for Board membership of past-presidents of the Association.

The amendment as proposed by the Committee on Bylaws and Rules is as follows:

The Board of Directors shall consist of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, *the former presidents of the Association elected prior to July 1, 1937*, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director. . . .

President Joynes: You have heard the explanation on the article. What is your pleasure?

Harold Blanchard (Indiana): I would ask a question as to parliamentary procedure. This is the first time that this issue has come before the Delegate Assembly. I want to ask whether it does not require unanimous consent for adoption?

President Joynes: Will the parliamentarian answer the question?

Howard McElroy (Parliamentarian): The article has been printed in the *Journal* at the proper time and the constitution of the NEA provides that an article printed in the *Journal* at the proper time may be adopted upon a two-thirds vote of the house.

(*Mr. Blanchard, Parliamentarian McElroy, and Secretary Givens conferred for a few moments.*)

Mr. McElroy: I will call on the chairman of the Committee on Rules to explain the constitution.

Miss Adair: The point that *Mr. Blanchard* has raised technically is well taken. The matter of the past-presidents has been before this body since 1937. There are two technical parts involved. Technically, if someone wishes to oppose the passage of this resolution, it is in his power to do so. He would be doing the NEA, in my opinion, a disservice, because if you heard the opinion stated by *Mr. Givens*, the opinion was quite clear and if anyone opposes the resolution, he is in the position of opposing the court order.

My personal opinion as chairman of the Rules Committee was that there was no need to ask for an amendment to that bylaw because the court order was sufficient. It would be enough simply to announce the court order to you, but *Mr. Givens* felt that he would like to have that written into the bylaws.

I should personally be exceedingly sorry if any member of the NEA would go on record refusing to accept a decision of the court. The mistake was made back there in 1937, because we took the opinion of an attorney who said that he thought we could do just what we chose without a challenge. If I may have a copy of the

charter, I will read to you Section 11, which is the section on which the court based its decision.

(Copy of the charter was given to her. *Miss Adair* then read from it as follows:

Section 11 of the charter states:

That Congress may from time to time alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.)

The court ruled that the certificate that was given to each past-president of the NEA stating that by virtue of his office he was a member of the Board of Directors for life constituted a contract and so ruled.

Those of you who have known me long know that I have always consistently opposed the constant addition of the past-presidents to the Board of Directors. It tended to make too large a board, but I do not and would be very sorry to see the NEA, when they found that they made a mistake in the past, refuse or postpone action to correct that mistake.

Mr. Blanchard's point is well taken; technically, you can say one person would keep us from putting this into the bylaws for one year. Also, practically, the past-presidents are members of the Board of Directors and as such may serve even without this amendment. But I love this NEA. I would hate to see us not correct the mistake that we know we have made and correct it just as soon as we know we have made it.

That is just a personal statement and I hope you will excuse me, but as chairman of your Rules Committee, I felt it was our duty to clear this matter up.

The matter is before you.

President Joynes: The parliamentary rules that since this motion is now before you, or this bylaw was not stated in the General Assembly, it must be held over for another year unless there is unanimous consent.

Mrs. Johanna M. Lindlof (New York): I object.

President Joynes: It is all off. I serve notice that it will be postponed for one year. We will go on with the regular order of business. The Chair recognizes *Mrs. Carson*.

Mrs. Carson: The next amendment is that proposed to Article I, Section 3. I will read the text of the proposed amendment.

(Words or phrases in *italics* are to be added; those in brackets [] to be deleted.)

ARTICLE I, Section 3

The dues of an active member shall be [\$2] \$3, *effective beginning 1945-46*, or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of [\$2] \$3, *effective beginning 1945-46*, shall be entitled to receive the "Journal." Those who pay annual dues of \$5 shall be entitled to receive, in addition to the "Journal," the "Research Bulletins" and the volume of "Proceedings." Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the "Journal," the "Research Bulletins," and the volume of "Proceedings." (Proposed in accordance with the action taken by the Representative Assembly at Indianapolis.)

As an expedient for saving the time of the Assembly because of the expected explanation and discussion of this amendment, the Rules Committee suggests that consideration of the amendment be postponed to the Thursday afternoon business session during the period referred to on page 12 as "Action on Proposals Previously Submitted."

(The motion that consideration of the amendment be postponed until Thursday afternoon was offered by *Miss Adair*, seconded by *Mrs. Carson*.)

Mrs. Lindlof: When is the proper time to bring up an amendment to this amendment?

President Joynes: Tomorrow afternoon.

(The motion was then placed before the Assembly for vote.)

President Joynes: The ayes appear to have it.

(Cries of "No!" from the floor.)

President Joynes: The ayes appear to have it.

(Cries of "Division!" from the floor.)

President Joynes: We will now have the roll call by states. *Mr. Givens* will call the roll.

Secretary Givens: The question before the house is a vote by state delegations as to whether we shall postpone the discussion and vote on this until tomorrow afternoon, or whether we shall not postpone it. Will you poll your state delegations? Those who favor postponing will say, "Yes," and give me the number of votes; "No," the number of votes.

Martin Wilson (New York): Is it in order for someone on each side to present discussion?

Secretary Givens: The parliamentarian says no. We will vote as to whether we will postpone or not postpone without discussion.

(A short recess was declared to allow the states to poll their delegations.)

Secretary Givens: I will call the roll of states. The chairman of your delegation will rise and say, "Yes," and give me the number that want to postpone voting until tomorrow; and "No," the number that want to vote on it now.

Delegate: The first motion that was placed the ayes would be for postponement. I believe as you stated it the second time, the ayes would be for voting today.

(Voices from the floor, "No!")

(The secretary then called the roll of states. The result of the balloting as obtained by roll call of states was announced as follows: "Yes," 642; "No," 688.)

President Joynes: The motion is lost.

Now, what is your pleasure?

Delegate (Kentucky): I move the adoption of the amendment as printed.

(Motion seconded by *M. D. Collins* of Georgia.)

Glenn Snow (Utah): I should like to move an amendment to the amendment, that we delete the words, "effective 1945-46," so that this amendment will be effective during the present year.

I am favorable to the amendment except that as an educational group we are ready for an active National Education Association now. I think there is no question but that we have studied the needs of our Association and the work which it can do. We are in a position to discuss today some program which will permit us to be effective in education in the United States.

Madam President, what is my time limit?

President Joynes: Five minutes.

Mr. Snow: *Madam President,* I want to tell you briefly what I think we should do and I think we have no right to postpone doing it. We need to have an active legislation commission which can speak back to our respective states. We need something of a welfare program for the teachers of the United States, so if you are in a position as NEA—

Daniel J. Stone (California): Point of order—this is beside the point.

President Joynes: *Mr. Snow,* do you yield to *Mr. Stone* of California?

Mr. Snow: Yes.

Mr. Stone: I question—does not *Mr. Snow* have to stay to the point under discussion, this matter of the increase, only of the raise in the amount of dues?

President Joynes: *Mr. Snow* is moving an amendment.

Mr. Stone: I beg your pardon.

Mr. Snow: We need a legislative program and an increased welfare program to give more service to teachers, particularly as affects taxation in our respective states and we need to advocate to the nation an active international program in education.

We are paying now \$2; we are getting a magazine which costs very nearly that much; we have other services as well. I believe as a group of teachers we can now

afford to maintain our professional people and have an active program adequately financed.

President Joynes: Is there a second to the amendment?

(It was seconded by *David Brubaker* of California.)

President Joynes: Now I am going to ask the parliamentarian to rule on this amendment.

Parliamentarian McElroy: The amendment is to amend the motion on the floor of the house so as to make the change effective this year. The same ruling would apply to this question as applied to the question under consideration previously. The bylaws require that the motion be presented at the preceding meeting of the Association and that it be printed in the *Journal*. The rule in *Robert's Rules of Order* is that in cases of this kind, it is necessary to have a two-thirds majority in order to suspend the regular order of business. This is outside the regular order of business and involves a question on the constitution. I believe the constitution reads that it is necessary to have this material printed in the *Journal*, therefore, unless there is unanimous consent to this motion as amended, it cannot become effective this year.

Mr. Snow: Madam President, I should like to ask a question. Is this body to understand that a proposal given to this House of Delegates is not subject to amendment here in this body after it is before the house?

President Joynes: Mr. Parliamentarian?

Mr. Snow: I would like to remind the group that the question itself is before the house.

President Joynes: The parliamentarian is looking at the constitution and will give you a ruling in just a few minutes.

Joseph H. Saunders (Virginia): Where do you find in *Robert's Rules of Order* that an amendment pending to the constitution and bylaws, due notice having been given, cannot be amended? I would like to refer you to page 272 of *Robert's Rules of Order* on amendments of bylaws, for a question of amending the constitution and bylaws. Tell us how you get your ruling.

Parliamentarian McElroy: There are apparently two questions here. I shall try to answer them both at once in order to save time.

Of course, you realize that *Robert's Rules of Order* are general matters of procedure and are not constitutional matters. The constitution always takes precedence over *Robert's Rules of Order*.

A question has been asked on page 272 of *Robert's Rules of Order*. Will you quote the section to which you refer?

Mr. Saunders: No, I just want that part which refers to amendments. It reads this way: "Amending a proposed amendment to the constitution or by-laws may be accomplished by a majority vote, without notice, subject to certain restrictions. The assembly is not limited to adopting or rejecting the amendment just as it is proposed, but no amendment is in order that increases the modification of the rule to be amended, as otherwise advantage could be taken of this by submitting a very slight change that would not attract attention and then moving the serious modification as an amendment to the amendment."

And further, it says, when the amendment comes before the house (this is in descriptive notes) that it comes under the original question and is therefore subject to all the rules and regulations of an original question. Notice has already been given that an amendment to this section of the constitution is before us and everybody is aware of the amendment and you do not have to accept the amendment in the language proposed, but you can modify it. It takes a two-thirds motion to pass.

Parliamentarian McElroy: I think if you will compare other sections of the *Rules of Order*, you will find that it is possible to make decreases in assessments, but not increases in assessments under this rule.

Robert's Rules of Order provide for suspension of rules, bylaws, and standing rules under a two-thirds vote. However, the constitution of the NEA, Article XI,

which has previously been referred to, says, "These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which the action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association."

Under ordinary circumstances and under the *Rules of Order*, a majority vote is all that is necessary. In case it is desired to suspend the rules as is proposed in this case, a two-thirds vote is necessary. The constitution of the NEA, however, provides that a two-thirds vote is necessary upon notice and publication, and in order to suspend the bylaws entirely a unanimous vote is necessary.

The parliamentary rules that since no notice has been given to the members of the NEA who are not present and they are entitled to notice in due form as provided by the constitution, that it would be contrary, not to *Robert's Rules of Order*, but to the constitution, to pass this amendment.

Mr. Blanchard: I want to call the attention of the parliamentarian to the fact that the amendment as presented at Indianapolis provided that the dues schedule should go into effect in 1944-1945. It was the Rules Committee that decided to postpone it until 1945-46 and hence that amendment to delete, the amendment as proposed by the Rules Committee, must be in order as being the form in which the motion was presented at Indianapolis.

President Joynes: May I correct something you said? The Rules Committee did not have anything to do with it. It was studied by the Executive Committee of the NEA, if you don't mind my making that correction.

Mr. Blanchard: My main point is that there has been an amendment made to the report since Indianapolis and *Mr. Snow's* amendment simply puts us back in status quo.

President Joynes: The secretary will read the minutes that refer to the dues.

Secretary Givens: This amendment was proposed by *Mr. Flora* and seconded by *Miss Samuelson*:

Amendment to Article I, Section 3. The annual dues of active members shall be made the subject of study by the Executive Committee. This Committee shall be directed to make recommendations governing the amounts and types of dues and to formulate a specific amendment to Article I, Section 3, of the bylaws. This amendment shall be printed in its edited form in the April *Journal* and voted upon by the Representative Assembly at the next annual convention.

President Joynes: The date was not included in that particular part of the *Proceedings* which applies to the dues.

Mr. Saunders: I would like, if it is allowed, to appeal from the decision of the parliamentarian. This is not a suspension of the rules; this is an amendment to the amendment that has been proposed. If the amendment proposed now is to change from \$3 to \$4, following the parliamentarian's ruling would be correct, but this amendment is to the time that this amendment shall take effect and I think the parliamentary law of *Robert's*, a copy of which I hold in my hand, clearly indicates that the time may be amended.

Mr. McElroy: The gentleman from Virginia is correct. The parliamentarian anticipated a little and went ahead of the ruling, because he knew that ruling was coming out. You can proceed and vote upon the amendment.

President Joynes: It has been moved and seconded that the date in the amendment be changed to the date of 1945-46. Are you ready for the question?

Mr. Clark (Pennsylvania): The amendment as proposed in the first place seems to me to be a very inadequate one, if I may say so, to raise our dues from \$2 to \$3. Paying that additional sum sounds like a good idea to me, but I don't think it is practical or possible. Is it proposed by this Representative Assembly that we shall go back to the people who have paid their dues and say, "You shall now pay an additional dollar," or is it proposed that we go forward with this program?

President Joynes: Any more discussion? (Question called for.) All in favor of the amendment say "aye"; contrary, "no." The noes appear to have it. The amendment is lost.

Are you ready to vote on the question? It has been moved and seconded that the amendment as printed in your program—it is not necessary to read it—be adopted. All in favor please say "aye"; contrary, "no." The ayes appear to have it. The ayes have it and it is so ordered.

(Cries of "No!" from the floor.)

President Joynes: We will now proceed with the next order of business. We will have nominations for various officers. The secretary will call the roll for the nomination for president.

(*Secretary Givens* called the roll of states. Alabama passed. Alaska yielded to Arizona. *Walter Maxwell* of Arizona was recognized.)

Mr. Maxwell: *President Joynes* and members of the Representative Assembly: I have the honor of placing in nomination for the position of president of the National Education Association the name of a man who has given yeoman service in our great national organization for more than two decades. Altho he is not, as we sometimes say, "a man of mature years," he is mature in his service to the NEA. He is an "old" campaigner in the battles for better schools, and for better-paid, better teachers for better schools.

Those of you who have worked for years in the NEA will need no introduction to *Harold W. Smith*, superintendent of elementary schools in Glendale, Arizona. You have worked with him and beside him. You have learned to admire him as a man of deep convictions and integrity, but above all, you admire him as a man with an unfailing willingness to serve. You know that no post in the NEA has ever been too humble or too routine, or has ever involved too much work for *Harold Smith* to assume in a spirit of service to the cause of education.

You have worked with *Harold Smith* as he has served in a succession of years on the NEA Budget Committee, as a director of the NEA, and as a member of the NEA Executive Committee. Two years ago you paid him his first great honor for his years of service by electing him an NEA vicepresident. And a year ago you made him first vicepresident of the NEA, a post only one step short of the presidency.

There are others among you who are new in your service to the NEA. To you, especially, it is important to know not only what a man has done, but what he stands for. First of all, *Harold Smith* stands for and works for organization. As president of the Arizona Education Association, he led his state association thru one of the most aggressive and profitable years of its existence. But more significant than this, is the fact that for two years prior to the establishment of a full-time office and secretary in Arizona in 1938, *Harold Smith* served as secretary of the Arizona Education Association, in addition to his other regular school duties. A careful estimate indicates that in each of these two years, the accumulated hours of service which he gave so cheerfully would have totaled three full months of work. And this same man stands ready today to give to us in our national organization as much of his time and energy as we may care to use.

Harold Smith stands for teacher welfare. Last year he was a leader in a campaign culminating in passage of the Arizona Teachers' Retirement Act, a funded statewide retirement program, a law which will prove itself, we are sure, one of the finest in the nation.

Harold Smith served as chairman of the first tenure committee in Arizona. Within the last few months he has assisted in drafting a tenure bill—now the first legislative objective of our state association.

And it deserves at least passing reference, I believe, that not in the five hundred school districts in Arizona, and perhaps not in the nation, is there a school district with as low a percent of teacher turnover as the school district at Glendale, Arizona, of which *Harold Smith* is superintendent. Apparently, teachers like to work with *Mr. Smith*.

First, last, and always, *Harold Smith* stands for the NEA. Since 1937, when

Harold Smith became NEA director for Arizona, a position which he held for five years, Arizona has never ranked lower than third among the forty-eight states in percent of teachers enrolled in the NEA.

Arizona is proud to have been among the first states to break this year's NEA membership quotas. To this end, *Harold Smith's* efforts have been tireless.

Arizona is also proud to be listed with those states first to exceed their NEA War and Peace Fund quotas. Again, as a member of Arizona's War and Peace Fund committee, *Harold Smith* provided us with indispensable leadership.

Ladies and gentlemen, because *Harold Smith* has made one request with regard to his nomination, a request that his candidacy be considered objectively, on the basis of his record and without expressions of oratory and lavish sentiment, I shall conclude by simply recommending for your serious consideration for president of the National Education Association, a man of twenty years' service to the NEA, the present first vicepresident of the NEA, a man who stands for ORGANIZATION; FOR TEACHER WELFARE; AND FIRST, LAST, AND ALWAYS, FOR THE NEA. *Harold W. Smith!*

(Roll call by *Secretary Givens* continued with Arkansas yielding to Kansas. *J. C. Shankland* of Kansas was recognized.)

Mr. Shankland: President *Joynes*, ladies and gentlemen of the convention: American education faces unprecedented problems. Schools have closed; thousands of emergency certificates have been issued. In every section of the country there is desperate need for greater financial support. These and other problems challenge the National Education Association to assert positive, determined, and courageous leadership.

Like most of you, I am a classroom teacher. Upon us fall the most important tasks of our profession. The training of millions of returning veterans and the millions of youth now in war work will rest heavily upon our shoulders.

We desire of our national leaders a kindly, sympathetic understanding of the duties which face us. The man whose name I present has had a rich background in classroom teacher welfare. For seventeen years I have been intimately associated with *Mr. Schlagle* in sponsoring movements which make for congenial teacher relationships.

I know, firsthand, of his successful fight to bring to the classroom teachers of Kansas City, Kansas, one of the finest retirement programs in the Middlewest; of his courageous leadership twenty-five years ago in organizing the first teachers council in our section of the country.

I know, too, of his leadership which has given us a tenure law—a tenure law which contains every one of the recommendations of the NEA Tenure Committee. He came to us as an elementary teacher, and has advanced thru high-school teaching and a principalship to the superintendency.

He has devoted twenty-five years in promoting the interests of classroom teachers in our local system and thruout the states.

In *F. L. Schlagle* the teacher has a real friend. The record speaks for itself.

Prior to the war, the NEA urged state leaders to organize for the defense of the schools. *Mr. Schlagle* went promptly to the governor of Kansas with this request. His effort resulted in the organization of the state defense commission for education, a commission of which he was appointed chairman.

My superintendent was appointed a member of the state board of education—a position which he now holds. Kansas, under his leadership, established the first regional schools for the strengthening of local, state, and national associations. In these schools officers of the associations held six two-day conferences establishing a pattern which has been used in many states. These regional schools are foundational to the five-year program.

The president of the NEA must have an outstanding NEA record. Here, also, *Mr. Schlagle* qualifies. For ten years he has served as state director of the NEA. During this time membership in his state has almost tripled. He has served on the Budget Committee and Legislative Commission of the NEA, as a consultant on the Educational Policies Commission and on the National Commission for the Defense of Democracy Through Education.

He is one of eleven national leaders chosen to launch the War and Peace Fund campaign, one of the great projects of our Association. Under his leadership Kansas has oversubscribed her quota to that fund.

The real test of professional leadership depends upon consistent action and not upon an occasional gesture of support. This means day by day, year by year, action. *F. L. Schlagle's* loyalty to the NEA and his high professional leadership are best shown by the fact that his city is the largest in the nation which has enjoyed 100 percent membership in the NEA for the longest time, an unbroken record for twenty years. *Superintendent Schlagle* has an outstanding NEA record.

Ladies and gentlemen, here is a man qualified and experienced, courageous, cooperative, friendly, and human, who fits both the office and the day.

Kansas is honored to nominate for the presidency of the National Education Association, *F. L. Schlagle*, superintendent of the public schools of Kansas City, Kansas.

(Roll call of states continued with Colorado yielding to Missouri. Marie Ernst of Missouri was recognized.)

Miss Ernst: Mr. Schlagle's thirty-year service record, from elementary teacher to superintendent of schools, speaks for itself. Many of those years were strenuous ones for the entire nation, but by their very difficulty they proved *Mr. Schlagle* to be the type of leader we need today.

Since the first rumor of American participation in the world conflict, the acute need for capable leadership has been stressed in all phases of our living. Now, with encouraging reports reaching us from the front lines, we must not relax vigilance and permit confidence to overshadow reason. We must not overlook leadership in planning for the postwar period, for many problems of magnitude will present themselves for solution.

It is for such a perplexing time as this that we are expressing our confidence in the guidance of *F. L. Schlagle*. We classroom teachers of St. Louis know that his earnest efforts to improve the lot of the teacher have resulted in the initiation of one of the finest teacher welfare programs in the Middlewest.

What *Mr. Schlagle* has done for the teachers in his own community, and for the whole cause of education as well, we know he will continue to do as our national leader. Let us, then, looking to the trouble-filled times ahead, choose a president who will guide our Association upward and onward. We have such a man in *F. L. Schlagle*, and Missouri deems it a genuine privilege to second his nomination for president of the National Education Association.

(Roll call continued with Hawaii yielding to Arizona. Illinois seconded the nomination of *Mr. Schlagle*. *Everett J. McIntosh* of Massachusetts was recognized.)

Mr. McIntosh: It is my privilege and pleasure to bring to this convention the unanimous approval of the entire Massachusetts delegation for the seconding of the nomination of *Mr. Schlagle* of Kansas. We consider it a privilege and a pleasure to not only have this opportunity of seconding his nomination, but also consider it a privilege to have the opportunity to vote for such an outstanding educator as the president of the National Education Association.

(Roll call continued, with the remainder of the states passing, with the exception of Nebraska and Puerto Rico, which seconded *Mr. Schlagle's* nomination.)

Secretary Givens: Madam President, that finishes the roll call of nominations for president.

President Joynes: We will now have the roll call for first vicepresident.

(Roll call of states followed with Connecticut yielding to New Jersey. *Charles A. Philhower* of New Jersey was recognized.)

Mr. Philhower: Representing the teachers of New Jersey, I have the honor to present to you the name of *Mary D. Barnes*, a teacher, a principal, a student, and a parent.

Will you permit me at this time to review her career—in no sense obituarially, for she is alive, at the height of her professional career, a grand person, intellectually keen and gracious and kind to meet.

Mrs. Barnes is from Elizabeth, New Jersey, the principal of a school there. She has been secretary for two years of the principals association. She is now the chairman of the research committee of the New Jersey Department of Classroom Teachers. In the New Jersey Education Association, she was its president for three years, a member of the Executive Committee for four years, and now a member of the coordinating committee, chairman of the National Membership Committee, and secretary of the New Jersey Industrial Conference.

As for training and experience, she is an elementary-school teacher, or rather, has been for twenty-three years; elementary-school principal since 1941; a graduate of Elizabeth Normal College, B. S. and master's degrees from Rutgers University, and now working on her doctorate.

You know her by her name and by her service. We present her to you not because of any personal ambition on the part of the state of New Jersey, but because of the service that we think she can give to this Association, and she is willing to give the best she has.

In the national Department of Classroom Teachers, she held all the offices and was president in 1940-41, vicepresident two years, secretary two years, regional director three years, chairman of the yearbook *Fit to Teach*; now vicechairman for the National Commission for the Defense of Democracy Through Education, and has been that for three years; National Education Association director of New Jersey one year; member of the Educational Policies Commission one year; member of various committees—Resolutions, Legislation, Teacher Education, and others; delegate to the Representative Assembly in 1932 and since that time. She is now a member of the enrolment committee of the New Jersey Department of Elementary Principals.

Mary Barnes is modest, she is tactful, she is ethical in her profession, as you know; in her service, she is competent.

I have the honor to present to you, in behalf of the New Jersey Education Association's 30,000 teachers, the classroom teachers of New Jersey, and the Elizabeth Teachers Association, the name of *Mary D. Barnes* for the office of first vicepresident of the National Education Association.

(Roll call continued. Delaware seconded the nomination of *Mrs. Barnes*. Michigan asked that *Jean Armour MacKay* be recognized.)

Miss MacKay: Just as you did, I listened very happily and carefully to the presentation of a very significant record of *Mrs. Barnes* and it is my great privilege to endorse her candidacy in the name of the seventy delegates from Michigan who this morning voted unanimously for *Mrs. Barnes*. We ask your support for her.

(Roll call continued. *Mrs. Myrtle Hooper Dahl* of Minnesota was recognized.)

Mrs. Dahl: Minnesota takes great pleasure in seconding the nomination of *Mary Barnes* for first vicepresident. We have always had a feeling that we should recommend to the national Association those that we know have rendered service in their local, in their state, and then present them for the services needed in the National Education Association.

I have worked many years with *Mrs. Barnes* and we in Minnesota know her and know what she has done, just as her own state knows her. We take great pleasure in seconding her nomination.

(*Secretary Givens* continued calling the roll of states, Rhode Island and Connecticut seconding the nomination of *Mrs. Barnes*.)

Secretary Givens: This concludes the roll call of states for the nomination of first vicepresident.

President Joynes: We will now have the roll call of states for the eleven other vicepresidents.

(Roll call of states by the secretary followed. *H. G. Greer* of Alabama was recognized.)

Mr. Greer: I have the honor to place in nomination for one of the positions as vicepresident, *C. A. Donehoo*. *Mr. Donehoo* is superintendent of the city schools of Gadsden, Alabama, and is at present president of the state association. He has been a leader in the movement that has resulted in giving Alabama the largest net

increase in membership of any state in the Union. We recommend him for your favorable consideration.

(Roll call continued. *Mrs. Louise Beyer Gridley* of California was recognized.)

Mrs. Gridley: California wishes to nominate *Alvin Vandermast* as a candidate for vicepresident. He is a member of the Banning High School faculty of Los Angeles. He is president of the Los Angeles Secondary Teachers' Association, a member of the Iowa State Bar, and he has had a great deal of experience in school legislation.

California believes he is well qualified to render service to the National Education Association, and we are happy to present the name of *Alvin Vandermast* for vicepresident of the Association.

(Roll call continued. *Harry Wessels* of Connecticut was recognized.)

Mr. Wessels: The small state of Connecticut is broadminded in some ways and we sometimes go out of our own state to get our educational leaders. Some twenty years ago we ventured forth to the state of Tennessee and there procured a young man who spent twenty years with us to good advantage and last year became the president of our state teachers association. *Calvin Stanley* did such a good piece of work with us that we think he will serve the NEA well and, therefore, we recommend him for one of the vicepresidencies of the NEA.

(Georgia seconded the nomination of *Mr. Donehoo*. *W. W. Christensen* of Idaho was recognized.)

Mr. Christensen: We recommend *Lillian McSorley*, elementary principal, Lewiston schools, Lewiston, Idaho, for the vicepresidency. *Miss McSorley* has had the distinction of belonging to the NEA for twenty-two years, during which time she has been an active worker in the state of Idaho for the furtherance of the NEA program. She is eminently qualified for this position, we believe, thru her training and experience. She holds an A. B. and an M. A. degree from the University of Washington and is at present working toward her Ph. D. degree at Yale University.

She has been an ardent worker in the elementary-school principals association for many years, and during the past year has rendered distinguished service in helping to increase NEA membership in the state of Idaho by over 100 percent. It is our pleasure to present the name of *Lillian McSorley* of Idaho.

(The roll call continued. *Otis Amis* of Kentucky was recognized.)

Mr. Amis: For a number of years we have had *Mrs. W. C. Ray*, of Shelbyville Public Schools, quite active in the program of the Kentucky Education Association and also in the NEA program. Previous to her service as superintendent of the Shelbyville Public Schools, she had a long period of service to the public schools in the Commonwealth of Kentucky. It is with a great deal of pleasure that I present to you as a vicepresident, *Mrs. W. C. Ray* of the Shelbyville Public Schools.

(Roll call continued. Delegate from Louisiana nominated *D. D. Shelby* of Greenwood, Louisiana. *Lloyd T. Dunham* of Maine was recognized.)

Mr. Dunham: I have the privilege of giving to you the name of a man who has served Maine for several years as secretary of the Maine Teachers Association, a man of varied experience as a teacher and as an administrator, and a scholar and a student.

He is a man who is recognized for his ability in educational circles and so well respected in Maine by all those who know him, that we are very proud indeed to offer him to you again as a vicepresident of the NEA. *Richard Kennan* of Augusta, Maine.

(Mississippi seconded the nomination of *Mr. Shelby*. *M. P. Moe* of Montana was recognized.)

Mr. Moe: As usual, the states of the Northwest are in perfect accord. We have agreed to a person for vicepresident from the northwestern part of the country. We are unanimous in seconding the nomination of *Lillian McSorley* of Idaho for one of the eleven vicepresidents.

(As the roll call continued, *Ethel Perkins* of North Carolina was recognized.)

Miss Perkins: North Carolina presents for your consideration as one of the vice-

presidents, *E. H. Garinger*, high-school principal, Charlotte, North Carolina. He has served for the past six years as state director, was elected vicepresident last year, and he has this year served as a member of the Budget Committee. We feel that this experience will be valuable to a future vicepresident and we recommend him to you for one of these officers.

(New York seconded the nomination of *Calvin Stanley* of Connecticut. *B. C. B. Tighe* of North Dakota was recognized.)

Mr. Tighe: It is my privilege at this time to present for your consideration for one of the vicepresidents of this Association, a man who for many years has been active in local, state, and national affairs, and has been active in conventions of this kind for many years. He has sought no preferment; he seeks no preferment now. However, it is entirely proper, it seems to me, that seniority and years of service should be recognized as well as efficiency. All these combined are a brief but reasonable description of *M. E. McCurdy* of North Dakota, secretary of the North Dakota Education Association.

Ladies and gentlemen, I have the honor to present to you his name for your favorable consideration as one of the eleven vicepresidents to be elected tomorrow.

(The Chair recognized *Mrs. Boyce* of Ohio.)

Mrs. Boyce: I should like to place in nomination the name of *Mrs. Helen Gibbs* of Dayton, Ohio. To many of you people, *Mrs. Gibbs* is well known. She is tireless in her effort in working in behalf of education not only nationally but in the local and state associations.

Mrs. Gibbs is a woman of vision and ability. In Ohio she was one of the people who inaugurated the tenure movement years ago which resulted in our excellent tenure law. It gives me pleasure to present to you the name of *Mrs. Helen Gibbs* for your consideration for the office of vicepresident.

(As the calling of the roll of states progressed Utah seconded the nomination of *Lillian McSorley* of Idaho, as did the state of Washington.)

Secretary Givens: Madam Chairman, that completes the roll call of states for nominations for the offices of the eleven vicepresidents.

President Joynes: Does anyone want to make a nomination so that we have eleven?

H. J. Antholz (Wisconsin): I would like to place in nomination *Fred Witter* of Burlington, Wisconsin.

President Joynes: The roll call for vicepresidents is completed and we will now have the roll call for treasurer.

(*Secretary Givens* called the roll of states. Delaware yielded to Ohio. *Helen Bradley* of Ohio was recognized.)

Miss Bradley: We of Ohio are always glad to share the services of *B. F. Stanton*. His long and faithful service in the many jobs which need to be done in an organization like this have qualified him to keep on carrying grave responsibilities. His particular experience in the office of treasurer has made him of value to the organization.

We in Ohio are glad to continue to make his services available to you of the NEA. I therefore place his name in nomination.

(Georgia seconded *Mr. Stanton's* nomination.)

Delegate (Kentucky): Kentucky seconds the nomination of *Mr. Stanton* and would like to move that the roll call be discontinued and *Mr. Stanton* nominated by acclamation.

(The motion was seconded, no discussion offered, placed before the Assembly for action, and carried with unanimous vote.)

President Joynes: We will now have the roll call for new members of the Executive Committee.

(*Secretary Givens* called the roll of states. Alabama yielded to Washington. *Wilma Zimmerman* of Washington was recognized.)

Miss Zimmerman: On your Executive Committee you have nine members, two of whom you select annually. It is for one of these two positions that Washington offers the name of an outstanding classroom teacher, *John Rushing*. He has a broad

and strong platform that supports not only his candidacy, but supports every one of you as a professional person, for his platform is based on a unified profession with complete cooperation in the local, state, and national units. His past record in these three fields of professional activity proves that he lives according to this belief for he has been an executive board member and past-president of his local affiliation. He is a state committee member, a board member in the state organization, and the NEA director from Washington. With the NEA he has been a board member for five years, is a member of the Department of Classroom Teachers, of the Tenure Committee, and of the Legislative Commission.

He has attended these meetings and many of you know him because he has been with you for six years. His record in Washington is one of which we are very proud. This past year, largely thru his efforts, Washington has the highest gain of Life Members of any state in the Union. It is one of the twenty-two Two-Star Honor Roll States, with a full quota in the War and Peace Fund. In fact, I think we have the largest sum per NEA member of any of the states.

When I was in school, I used to bring home with great pride an "E" grade, because "E" stood for excellence. Now I sometimes give with great regret and with red ink, an "E" grade, because that stands for a failure in my system. However, the Army and Navy "E" pennant given for excellence and efficiency has brought "E" into the honor roll again. Washington takes pride in presenting an "E" banner to its state director, *John Rushing*, for his efficiency, excellence in professional performance, energy, and enthusiasm.

(Roll call continued. *Richard J. Ryall* of California was recognized.)

Mr. Ryall: The man I am going to nominate for the office of Executive Committee member has been a hard-working, aggressive member of our Association for years. He first came to our notice thru his work in his local association. He later became president of the southern section of the California Teachers Association. He next served as state NEA director for three years and his record in that capacity speaks for itself.

For the past two years he has been a member of the Executive Committee and we feel that a continuation of his service is desirable. It is my understanding that the functions of the Executive Committee are to help formulate the program of this great Association and to supervise the budget expenditures of approximately \$500,000 of your funds each year. I feel that a person with experience as well as ability is necessary to supervise these expenditures.

I now place in nomination for the office of a member of the Executive Committee, with the unanimous endorsement of the California teachers, the name of *Leonard Bowman* of Santa Barbara, California. California is proud to present *Mr. Bowman* for reelection.

(Roll call continued. Connecticut yielded to New York. *H. Claude Hardy* of New York was recognized.)

Mr. Hardy: It is a real privilege and a pleasure for me as president of the New York State Teachers Association and in behalf of the New York State delegation here assembled to nominate for membership on the Executive Committee an outstanding classroom teacher of Syracuse.

To many of you she is well known for her loyalty, for her faithfulness, and for her efficiency in behalf of the great organization known as the NEA. She was elected a member of the Executive Committee last year and we present her again with a great deal of pride. I will not go into the details of her brilliant record; I merely say to you, and you may take it upon my word, that she is duly and truly prepared to serve as representative-at-large on the Executive Committee of our Association; she is worthy and well qualified. I present the name of *Emily Tarbell*.

(As the roll call continued, Delaware, District of Columbia, and Illinois seconded the nomination of *Mr. Bowman*; Kentucky seconded the nomination of *Mr. Rushing*. *Ernest Giddings* of Michigan was recognized.)

Mr. Giddings: Michigan has been very much impressed by the professional record of *Emily Tarbell*. The Michigan delegation unanimously voted to support

the candidacy of *Miss Tarbell* this morning and I therefore wish to second the nomination of *Miss Tarbell*.

(*Mr. Moc* of Montana was recognized.)

Mr. Moc: Again we of the Northwest are united. Not many years ago a baby was born among the tall pines and cedars of that great state of Washington. They called him "John," but didn't give him his last name until he demonstrated that he could rush around like the streams coming down Mount Ranier and to cover the state as broadly as the Columbia.

We believe that his demonstration of building up the membership in NEA beyond 50 percent in the state of Washington is a real job. We have viewed his work from the Continental Divide and we believe that he is ready to help the NEA accomplish its five-year-plan and next year bring the membership up to 50 percent of all the teachers of the state. We are happy to second the nomination of *John Rushing* and hope that your serious consideration will find that he should be added to our Executive Committee.

Delegate (Nebraska): Nebraska repeats the speech of *Mr. Moc*!

Ralph W. McDonald (North Carolina): On behalf of the teachers here from North Carolina and speaking in behalf of the interests, I believe, of the teachers of America, it is my honor to second the nomination of *Emily Tarbell* of New York. We like *Miss Tarbell* for the kind of person she is. She is sincere, honest, of the highest integrity, and friendly. There is a warmth of human kindness about her. But we admire her more for the kind of teacher she is—she represents the best in our profession; she represents those qualities that we all like to think of as being typical of the American teacher. We support her for this office because of her record as an NEA member, as a president of the Department of Classroom Teachers, as a member of the Educational Policies Commission, as a member of the Executive Committee, and in many other capacities.

Miss Tarbell has demonstrated her loyalty to the purposes of this organization and her interest in the welfare of the schools of America which cause us to deem it an honor to join hands with our New York friends and her friends from all over the country in supporting *Emily Tarbell* for the Executive Committee.

(Responding to the roll call, North Dakota and Ohio seconded the nomination of *Mr. Bowman*; Rhode Island that of *Miss Tarbell*. *Velma Linford* of Wyoming was recognized.)

Miss Linford: Because *Mr. Rushing* is an outstanding classroom teacher, because he has shown in the last six years that he is a militant worker for legislation in the state of Washington, because he has demonstrated in the last six years that he is interested in people, in teachers, in students, in the Northwest, and in America, Wyoming takes great pleasure in seconding the nomination of *John Rushing* for the Executive Committee in 1944.

(The roll call was completed with Alabama seconding the nomination of *Mr. Rushing*, and Connecticut that of *Miss Tarbell*.)

Secretary Givens: That finishes the roll call of members of the Executive Committee.

President Joynes: The state directors have been nominated in the state delegations this morning. Their names will be placed on the ballot. Be sure that these names get to *Miss Chase* or *Mr. Givens*.

(Announcements followed and the meeting then adjourned at 12:55 p. m.)

SECOND BUSINESS SESSION

WEDNESDAY AFTERNOON, JULY 5, 1944

(*Harold W. Smith*, first vicepresident of the Association, presiding, called the Assembly to order at 1:50 p.m. The invocation was given by *The Reverend Father Paul E. Campbell*, pastor, St. Lawrence Church. The "Pledge of Allegiance" to the flag and singing of "America the Beautiful," which followed, were led by *Vincent A. Hiden*, president, Oakland Teachers Association, Oakland, California.)

Chairman Smith: Thank you, *Mr. Hiden*.

I have the very great pleasure and distinguished privilege of presenting to you a speaker well known to us all, who will discuss the subject, "Problems We Face Now and When Peace Comes." *Mrs. Edith B. Joynes*, president of the National Education Association.

(For *Mrs. Joynes's* address see page 24.)

Chairman Smith: It was with difficulty that I refrained from eulogizing our president when I presented her. Having had the pleasure of working with her, just permit me the time to say that I admire her greatly for her indomitable spirit and the tremendous amount of energy she has put into our organization during the past year. Her report indicates clearly the tremendous amount of thinking and devotion which she has given to our common cause.

We are faced with the problem of organizing our profession for more efficient and dynamic action. The next speaker on the program will discuss the issues involved under the title of "One Profession Now." I am happy to present *M. P. Moe*, executive secretary of the Montana Education Association, of Helena, Montana, who will discuss "One Profession Now."

(For *Mr. Moe's* address see page 36.)

Chairman Smith: Thank you, *Mr. Moe*, for this very talented address.

May I call your attention to the fact that we are moving ahead on schedule. The chairman is attempting to cooperate by eliminating observations of his own.

The next topic to be discussed is closely related to some that we have already heard: "How Can Teachers Be Professional?" by *Mabel Studebaker*, immediate past-president, Department of Classroom Teachers of the NEA; and teacher, Gridley Junior High School, Erie, Pennsylvania.

(For *Miss Studebaker's* address see page 39.)

Chairman Smith: We appreciate very much the splendid presentation of *Miss Studebaker* on the topic, "How Can Teachers Be Professional?"

We come now to the report of the War and Peace Fund, to be given by *Joy Elmer Morgan*, director, War and Peace Fund campaign; and editor, *Journal of the National Education Association*.

(For *Mr. Morgan's* address see page 42.)

Chairman Smith: Thank you, *Mr. Morgan*, for that splendid report and that great challenge.

There is a slight change in the program. I am turning the gavel back to our president at this time and she will announce the change.

(*President Joynes* returned to the Chair.)

President Joynes: We were a little late in starting, and I am asking that we move up the program just a little. I hope that it meets with your approval.

At this time we have an opportunity to hear *Mrs. Meyer*. I feel you have a real treat in store, because we have a laywoman who is interested in wartime conditions, especially as they affect young people, and who is unusually well qualified. She knows wartime America and last year made an actual pilgrimage to study the American scene at firsthand. She wrote vividly on conditions existing in war-crowded communities, labor problems, housing, race riots, health, and juvenile delinquency—in fact, the various writings were published in book form known as "America's Home Front."

With that factual knowledge, she is well qualified to speak on not the subject in your printed program, but on "Society Is What We Make It."

It gives me a great deal of pleasure to present *Mrs. Meyer* at this time.

(For *Mrs. Meyer's* address see page 49.)

President Joynes: I think you agree with me that *Mrs. Meyer* has given you a most challenging address.

I want to say this, that when we had this tremendous fight on federal aid, the very finest articles we found were in her paper, the *Washington Post*. The things she talks about and the challenge she leaves with you, she does because she is interested in human beings.

I just want to say that *Mrs. Meyer* said she never was happier than now, having had the opportunity to talk to this group!

(Short recess followed. Immediately upon reconvening, *President Joynes* presented *L. A. Pechstein*, University of Cincinnati, Cincinnati, Ohio, president of the National Council of Education, and asked him to make his report.)

Mr. Pechstein: The National Council of Education is going to make a brief report of progress and present no recommendations for action.

The National Council for Education suffered a major casualty on that day of perfidy, the day of Pearl Harbor, for we have been denied the privilege since that time of having our very fine mediator-debates and the conference meetings in connection with this July meeting. The high point of the life of the Council is in terms of those discussions in which we bring together the best thinkers in our country and debate the main problems of education and out of those discussions, make our recommendations to the NEA on matters of policy.

But during the past year we have carried on as best we could with the devoted membership of two hundred chosen representatives of education; we have rendered assistance in various ways to certain of the sections and divisions of the NEA; we have helped on some research; we have tried to buttress the work of the Educational Policies Commission; we have published "Youth and the Future," by *Howard M. Bell*.

Where in the past we were concerned about youth with its future in jeopardy because of the depression, now we should be devoting our attention to youth with its future in jeopardy because of problems of war. We have just published our survey of educational problems and progress for 1943.

May I assure you members of the Representative Assembly that your National Council of Education has its membership intact and is carrying out all that it can of the activities delegated to it by you thru its constitution. It is necessarily pausing until we can again resume our annual meetings and it is looking forward to the time when thru the action of your Executive Committee and finally of yourself, we may assume a larger role in planning and recommending the policies of the NEA, for the National Council will be able as an organization on a very broad base to take over for you the early study of the problems regarding which we want advice and information.

Your Executive Committee and national officers have given consideration to the extension of the obligations for the National Council of Education, and when the orders come, you will find your Council on a very broad, democratic base—ready, willing, and anxious to study the problems which you will delegate to us.

That, *Madam President*, is our brief report of progress and without recommendations. May I assure you and your fellow officers of this assembly that the Council is ready, willing, and anxious to carry on any studies which the Executive Committee may assign to us from time to time.

President Joynes: We appreciate *Mr. Pechstein's* fine work, and we hope that it won't be long before we can have a real meeting of the National Council of Education, because we did have some very fine meetings. Before long, the war will be over, and I am sure that we can then go ahead.

At this time I want to call upon the Rules Committee on the question of the vote on the amendment of Article I, Section 3, of the bylaws. I am going to call on the Committee on Bylaws and Rules for their ruling and suggestion on the vote that was taken this morning.

Miss Adair: Under the question of amendment to our bylaws, we have the statement that these bylaws may be amended if alteration and amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action has been taken and due announcement has been made by this Committee, on a two-thirds vote. The Rules Committee has been queried as to whether or not the amendment to Article I, Section 3, of the bylaws in regard to raising the dues was carried by a two-thirds vote, the number required by our constitution.

The Rules Committee has no way of being certain of the fact. The members of the Committee on Bylaws and Rules, therefore, must rule that there be a reconsideration of the action taken this morning on Article I, Section 3, of the bylaws, so that there can be a vote on the question by roll call of states. We set the time as tomorrow morning, just prior to the recess.

The reason for setting the time for tomorrow morning is that everybody may know of this ruling. If we were to bring the matter up again this afternoon, many people now absent from their seats would say that they did not know the question was going to be reconsidered. For that reason, the Committee will request you to inform your associates that this matter will be reopened tomorrow just prior to recess and that the vote will be taken on roll call of states. That is practically the only way that we can be sure of a two-thirds vote on an amendment to the bylaws.

Madam Chairman, this is the ruling of your Committee on Bylaws and Rules.

President Joynes: Thank you.

I am going to make one other change in the program. At this time I am going to call on *Willard J. Graff*, superintendent of schools, Independence, Kansas, to make his report. As you know, he is chairman of the Committee on New Voter Preparation and Recognition.

Mr. Graff: The Committee on New Voter Preparation and Recognition is happy to report that during the past year there has been both increased interest and activity on behalf of this program thruout the country. Observance of American Citizenship Week and "I Am an American Day" was held in some form in every state, with the states on the East and West Coasts demonstrating more interest than those of the Middlewest.

During 1943-44 the chairman had correspondence with each of the approximately 150 members of the Committee. The Committee attempted to disseminate information, stimulate interest, and insure the proper observance of the program by urging the following:

1. Each state subcommittee was asked to work with state and civic organizations, its state department of public instruction, the state university, and all other educational institutions, that thru these attention might be called to the need of the proper observance of American Citizenship Week, which was May 15-21.

2. The state subcommittee was asked to promote the use of press and radio facilities so as to call the attention of as many people as possible to the program.

3. School administrators were asked to arrange for the use of school auditoriums and to take part in forming civic committees.

4. Consolidated schools, rural schools, and small community schools were encouraged to sponsor and conduct community celebrations with appropriate observance.

5. Emphasis has been placed upon the importance of exercising the right of suffrage. This is a responsibility which no citizen can afford to take lightly. Getting all of our citizens to see and assume this duty is, at the present time, equal in importance to the question of preparing and recognizing new voters.

6. The question of changing the beginning voter age to eighteen has been pointed out for special study and consideration.

7. The use of *The American Citizens Handbook* has been encouraged. The

limited supply of these handbooks, the fact that there were not enough to meet the demand, was a handicap which no one could prevent.

8. The state subcommittees were asked to gather suggestions and make recommendations which might make the program and work of our Committee more effective.

From the suggestions which have been received and in the light of events and experience of the past year, we would like to submit the following recommendations:

1. The Association should vigorously support the program as an important medium of maintaining enlightened voter participation in vital governmental development during the postwar years. During the years immediately ahead, both in the interest of education and the general welfare of the nation, the whole question of voter preparation and participation should be given serious consideration by our Association, its officers, and research workers.

2. Everything possible should be done to help the American people realize their responsibility and obligation to exercise at every opportunity the right of suffrage.

3. The question of changing the beginning voting age to eighteen should be continued and given more extensive consideration by the Association.

4. There is need to continue education for the public as to the meaning of "I Am an American Day."

5. Consideration should be given to the possibility of combining the observance of "I Am an American Day" with Flag Day. A simplification of the name, "I Am an American Day" might be more desirable, and as our president recommended in her address this afternoon, a simplification of the name of our Committee would also be an advantage.

6. There is a tremendous amount of work which needs to be done to bring to the attention of school administrators, as well as key people in the civic life of every community, the possibilities and importance of this program. There is need for a clearinghouse, preferably in the Washington offices of the NEA, where all the materials and program suggestions relating to the subject might be made available. The Association should use every available resource to stimulate interest and activity thruout the year. Ideally the observance of "I Am an American Day" or observance of Citizenship Week might well be the climax or fruition of an idea or ideal that has permeated the atmosphere of the local community, the state, and the nation thruout the year.

President Joynes: Now we will get back to our program. I believe the next thing that we are to consider at this time will be a preliminary report of the Committee on Resolutions, to be given by *Martin Wilson*, James Monroe High School, Bronx, New York, chairman of the Resolutions Committee.

Mr. Wilson: It was anticipated that at this time I would have to read to you the resolutions. I don't know where *Mr. Allan* finds printers, but we were able to get these printed for you for distribution this afternoon, so you will not be burdened by being obliged to listen very long to my voice.

We have tried to give adequate consideration to all the people who wanted to be heard. Beginning on Monday, we have studied very carefully the resolutions passed in the various state bodies. I have had a splendid editing committee, and we hope that you will approve of the job that has been done. The platform is simply a repetition of what we repassed last year. Due to the abbreviated time allowed in this convention both for making and considering resolutions, we deemed it best to continue the platform as it has existed for the last two or three conventions, because we think on the whole it is a very good one. It was revised considerably only three or four years ago. The resolutions are being distributed to you. You will get copies and they will be considered seriatim.

President Joynes: Next will be a report by the chairman of the Commission on Professional Ethics, *V. M. Rogers*, superintendent of schools, River Forest, Illinois.

Mr. Rogers: I, too, shall be very brief, because I believe there are very few souls to be saved after three hours of waiting!

First, I should like to thank the members of the Commission who worked with me this year for their splendid cooperation and assistance in dealing with some problems that we thought rather important. Also I should like to express my thanks to our secretary, *Mr. Givens*, and his staff, especially *T. D. Martin*, who has been the contact representative for the Association in working with us.

(*Mr. Rogers* supplemented the report on page 368 of this volume as follows:)

It is with considerable pride that I make this report to you on behalf of the Commission on Professional Ethics for the year 1943-44. The chairman of the Commission, *J. Murray Lee*, entered the service as an officer in the Navy and I was selected by the membership of the Commission to take his place as chairman.

Recognizing the critical shortage of teaching personnel and the growing tendency for teachers and employers to engage in sharp practices in matters of employment, the Commission interested itself in the task of arousing professional groups over the nation to the seriousness of this problem and suggested steps which, if taken promptly, might considerably relieve the situation.

Thru the assistance of *Secretary Givens* and *T. D. Martin*, the NEA staff representative for the Commission, plans were made for the members to assemble for a two-day session in Washington at NEA headquarters for purposes of outlining a program of action. The meeting was held in February and from these deliberations came some important decisions and a plan of action which it is believed is beginning to make a difference in situations where questions of ethics are involved.

Year's Activities

Two statements have been prepared by members of the Commission and published in the *Journal of the National Education Association*, one appearing in February and the other in May. These articles pointed out unethical practices, listing the most common violations reported to the Commission. These include:

1. Teachers quitting jobs without notice.
2. Teachers failing to notify boards of intention to resign until latest possible time before school opens.
3. Teachers resigning to accept slightly better salaries during school term.
4. Superintendents bidding for employed teachers.
5. Superintendents and boards filling vacancies with persons lacking in qualifications, to save money.
6. Superintendents and boards using substitutes the year around to avoid placing regular teachers on the payroll under the regular salary schedule.
7. Boards refusing to allow women teachers to continue at their regular salary when they marry, but continuing them as substitutes at greatly reduced pay.
8. Boards making great distinctions between those teachers hired for the emergency and those hired permanently.
9. Boards failing to hire early, making it difficult for the teacher and the superintendent to arrange for a release.

Constructive steps were recommended as follows:

1. Establishing hiring calendars in the state which make for uniformity in practice. The state of Washington has developed such a plan. Illinois has a legal deadline after which teachers are automatically reemployed.
2. Adopting effective tenure laws and retirement acts in all states.
3. Developing criteria and technics for the evaluation of teaching. This can best be done thru the help of teachers associations and councils.
4. Promoting thru teachers groups the study of the work of the Fair Employment Practice Committee and the development of fair educational prac-

tice committees in states and in communities as has been done in Springfield, Massachusetts.

5. Encouraging the practice among educational groups of debating issues thoroly *within* the councils of the organization, arriving at majority decisions, and *presenting a united front to the public*. It is high time we quit airing our soiled linen, and instead exhibit the strength of our organized might.

6. Assuring reemployment of teachers on leave for war service without loss of salary status due to leave of absence.

7. Striving for extension of professional organization of teachers. Only about one-fourth of the nation's teachers belong to the National Education Association. Also, are we making a real effort to interest well-qualified young men and women in the senior high schools in the profession?

A letter was sent to all state journal editors urging that the May issue of their journals carry a major article on professional ethics and a copy of the condensed Code of Ethics for Teachers. An article was prepared for use in state journals for those editors who did not use locally prepared articles. The response was most gratifying.

A news letter was sent to the members of all state committees on professional ethics reviewing the work of the national Commission and making constructive suggestions.

The Code of Ethics for Teachers adopted by the National Education Association was condensed into a one-page statement in poster form by the Commission, and has been used as follows:

1. Published in the *Journal of the National Education Association*.
2. Distributed for publication in all state journals.
3. Made available for free distribution to individuals.

The Commission requested the republication of Personal Growth Leaflet No. 135, "Ethics for Teachers," for distribution by the National Education Association.

A communication was sent by the Commission to presidents of teachers colleges, normal schools, and deans of schools of education over the nation, inviting them to ask for copies of the NEA *Code of Ethics for Teachers* and the poster "Ethics for Teachers" for distribution to their graduating groups. The letter stressed the importance of acquainting the prospective teachers in their institutions with the gravity of the current crisis in teacher shortage and its attendant problems related to employment practices.

Plans are now shaping up for the development of units of work on professional ethics for textbook publishers and departments of education. It is hoped that in this plan, more concrete problems and suggestions relating to good and bad practices in matters of ethics may be incorporated in professional textbooks and in teachers college curriculums.

Each member of the Commission has contributed articles to local bulletins and to state journals in behalf of improved ethical practices.

Thru conferences with a number of department heads and the executive secretary of the NEA headquarters staff better articulation between the Commission and other committees and commissions has resulted.

Recommendations

The Commission members are fully aware of the critical situation in which the teaching profession finds itself with reference to wages, rise of cost of living, poor salary schedules, competitive bidding for teachers' services, and other related problems. A program of positive action has been initiated, and it is sincerely hoped that complete cooperation may be given to the successful completion of the program. To this end we recommend to the Representative Assembly and to the Board of Directors that:

1. The Commission be authorized to continue with its program of action.
2. Adequate funds be provided to assure proper functioning.

3. At least one meeting be planned at national headquarters annually.
4. Further clarification be made between the function of this Commission and other committees and commissions.

Respectfully submitted,

Pearl Briggs

Pearl Donoho

Lillian Gray

J. Murray Lee

Virgil M. Rogers, chairman

Commission on Professional Ethics

President Joynes: You have heard the request of the Commission for \$1200. When it comes to approving any request of that kind, it must be turned over to the Budget Committee and the Budget Committee will be meeting tomorrow.

I will entertain a motion to approve the other part of the report.

(It was so moved by *Lelia Brown* of New Jersey, seconded, and carried.)

President Joynes: It so happens that the chairman of the Committee on Academic Freedom, *William H. Kilpatrick*, professor emeritus, Teachers College, Columbia University, New York, is unable to attend the meeting, so I am asking *Mr. Givens* to give the report.

Secretary Givens: You will find the brief report of the Committee on Academic Freedom on page 6, where the names of the members are contained and one paragraph concerning it.

However, I want to read one paragraph just received from *Mr. Kilpatrick*, asking me to give the report for him:

I am sorry that it will be impossible for me to be in Pittsburgh at the meeting. I have to be in Boone, North Carolina, at that time teaching for a two weeks' period.

He attaches a brief report which he wants presented:

During the year 1943-44 no case suitable for investigation was brought to the attention of this Committee.

This condition being a repetition of the experience of the Committee for the past few years convinced the chairman that the time had come to merge the work of this Committee with that of the Tenure Committee. Having ascertained that such a step would not be discouraged by the Executive Committee of the Association, he advised that the Academic Freedom Committee recommend the step to the Executive Committee. A mail vote was taken and recommendation was unanimously adopted.

Accordingly, I now report that no meetings of the Committee have been held this year, no money has been spent, and that the Committee unanimously recommends to the Executive Committee that the work and name of their Committee be henceforth merged with the work and name of the Tenure Committee.

That will come before you tomorrow afternoon as one of the recommendations of the Executive Committee, as well as a recommendation from the Committee on Academic Freedom.

President Joynes: Thank you, *Mr. Givens*.

The next report will be that of the Committee on Equal Opportunity. The chairman of the Committee is *R. L. Hunt*, State Teachers College, Silver City, New Mexico.

Mr. Hunt: The brief report we have is found on pages 10 and 11. If you have not read it by now, I assume you are not interested and will not want me to read it at this time.

Last year our Committee recommended, and the Delegate Assembly approved the recommendation, that the Committee either be eliminated entirely or combined

with some other committee, so I guess we might boast a bit by saying we pioneered in the idea of reducing the number of committees.

In your delegate folder, if you have opened that, you found on a colored sheet a brief summary of the report on the Equal Rights Amendment. You who were here last year remember our Committee was instructed to present such a report and the other recommendation, also, that the Delegate Assembly vote on this at this time.

We also requested those who were either for or against to present their ideas to us in any form they saw fit. Up until the time of the convention, the only thing we received that was asked to be included with our report was this copy which I assume you also found in your folder, a page from the *Sierra Education News*.

I want to call your attention to two things in this report and with that I will make a motion that our report be accepted. Then I want to present this other motion to complete the work of this Committee. I want to remind you that the Committee has taken the view that its job was to try to summarize the material on this so-called Equal Rights Amendment as briefly as possible. As official members of the Committee, it was not our job to champion either side.

Madam President, my first motion is that the report of the Committee as printed on pages 10 and 11 of the *Summary* be accepted.

(The motion was seconded by *H. G. Greer* of Alabama; no discussion was offered. It was placed before the Assembly and carried.)

Mr. Hunt: To complete the assignment of last year, and to execute the suggestion in the next to last paragraph in this report, I move that the NEA endorse an amendment to the Constitution guaranteeing equal rights for men and women in the United States. We have tried to make that in a general statement.

(Motion seconded by *George W. Norris* of Maryland. *Lucy Rice Winkler* of California was recognized.)

Mrs. Winkler: We submit that there can be no more important objective than to secure equal rights to all citizens, men and women alike. The present discrimination against women permitted by our laws is by far the most serious defect in our governmental system. It is the most disgraceful blot upon our claims for democratic equality.

Ladies and gentlemen, it was a man who said it—no less a personage than the distinguished New York attorney, *George Gordon Battle*, speaking before the Senate Judiciary Committee.

History's recorded criticism of our democratic heritage, the Greek democracy, is that it did not extend democratic privileges to slaves; but our own democracy operating thousands of years later to extend democracy to all the world denies equal legal status to virtually half its citizens, 57,000,000 people.

These people are the women of America—the mothers, wives, and sweethearts of our battling, democratic heroes. They are the brave nurses at Bataan and on the beaches of Normandy. They are the WAVES, the WACS, the SPARS, and the millions of industrial workers who help to fire the forges of democracy. They are the women who are keeping alive the flames of courage, loyalty, and patriotism in the homes of America.

The facts effecting this inequality are in no sense the fault of our gallant men; they are the result of outmoded and ancient laws that men are now uniting with us to remedy. If our men were not so much better than our laws, the plight of women would be sad indeed.

Since women are being called upon to assume increasing responsibilities and obligations in the prosecution of this war which is being fought to preserve such democratic principles as liberty, equality, and justice for all the peoples of the world, we cannot consistently fight for those ideals and deny them to our own women.

This Association, charged with the responsibility of adequately teaching these principles to the youth of America, should demonstrate its faith in them by unanimously endorsing the motion before you.

We are sure that you, as a great, progressive body, approve of letting democracy function by submitting to the states for ratification this important question of equal legal status of men and women.

Margaret H. Burke (Massachusetts): We as teachers should have a special interest in the passing of the Equal Rights Amendment, for women are discriminated against in the teaching profession more than in almost any other profession. Salary schedules in many communities in states thruout the country are based not on the nature of our work, not on the subjects we teach nor on the positions we hold, but on the sex of the teacher.

The ban against married women teachers is common in many states and communities. This past winter in Boston an elementary teacher was forced to resign her position, thus losing her tenure rights and pension privileges, when she married a private in the air force. This teacher, however, was permitted to return to the same classroom as a substitute on a temporary basis at less than half her former salary. In making an appeal for retention on the basis of merit, rather than on marital status, she heard a Bostonian state that working wives were a menace to public health, morals, and general welfare.

Prior to this, in 1938, an attempt was made to pass a bill in the Massachusetts legislature to prevent the employment of married women in municipal, county, and state positions. This bill was declared unconstitutional and finally defeated.

Now let us see what is happening on the West Coast. In 1938 a bill was introduced in the California legislature, which, if passed, would have made it impossible for married women to teach in that state. Two years later there was a similar bill and such bills recurred in some form or other until the teachers organized and defeated them. More recently, attempts were made to amend the Los Angeles city charter to prohibit married women from working in that city.

In nearby Ohio, a teacher recently was forced to very expensive court procedure in order to hold her job even after the splendid Ohio tenure bill was in effect.

In Arizona, Oklahoma, and many other states, teachers have been forced to resign or to take cases to court at great expense to themselves and their organizations.

Is it not clear, therefore, that discrimination against women both in opportunities and in working conditions, discrimination based on the marital status rather than on their abilities, exists everywhere? We know that this discrimination could not lawfully be established for men, because each man's right to work under the same conditions as apply to all other men is protected by the U. S. Constitution. We know that the equal protection of the law does not apply to women, because under supreme court decisions, women are not included in the democratic system, guaranteeing inalienable human rights to the citizens under the free government. How, then, can the NEA policy of equal status of men and women in the teaching profession be carried out unless under the Equal Rights Amendment women are brought under the protection of the Constitution of the United States and in so doing, have equal justice under the law?

Alice L. Vail (Arizona): I would like very briefly to recall before the Assembly that in Arizona the power of teacher organizations is also made evident, because it was in Arizona that the married woman's position was returned to her thru the influence and interest of the state organization.

Martha Law (Washington): I would like to say that I believe the wording of this amendment is too general. I wonder if we understand what we are talking about here—are we talking about equal pay for women in the educational field, are we talking about federal law which takes precedence over all the state protective laws for women and children? Do we understand what we are doing?

I would like to propose that this be postponed for further consideration.

(Question called for and motion placed before the house. Result of vote in doubt.)

President Joynes: I am going to call for a rising vote. *Mr. Hunt* is going to read the motion again.

Mr. Hunt: At the president's request, I will repeat the motion. The motion is that the NEA endorse an amendment to the Constitution guaranteeing equal rights for men and women in the United States.

Mrs. Dale: That was not the one we voted on. I think there is a misunderstanding.

Mrs. Zelma L. Huxtable (California): I think the motion which was before the house was not the one the people thought they were voting upon. Could we have that clarified? This lady did not make a motion.

President Joynes: The motion you are voting on is the one that was just read, but we will take another vote, if that meets with your approval.

Miss Brown (New Jersey): There seems to be some confusion that we are invading state rights. Does not any amendment to the federal Constitution have to be adopted by a certain number of states before it becomes effective?

President Joynes: Yes.

Miss Brown: Then I don't see that we are invading any state right by adopting this amendment and I don't see how any woman in this audience could refuse to vote for it, or any man, either, in the face of what women have been doing today. As to the question of labor laws, if you go back into your states and study these laws, you will find that labor people have not been entirely responsible for them. Social service brought about many of those so-called labor laws.

President Joynes: The question has been called for.

Albert M. Johnson (Massachusetts): I think it is rather unfortunate that this issue comes up at this time when we are in such a hurry, and like the gentleman who spoke before, I feel there are few souls to be saved at a time like this. Nevertheless, I had intended to make a short speech on this subject, because of six years of experience in and out of industry and more so in the last two or three years in defense factories, one of which I go back to next week. I think that in view of what women have done with their right as voters in the last twenty-five years, we would make a very serious mistake to hurry this question and neglect to give our fullest thought to it.

The future of our young people and the future of our homes and the future of peace rests very, very much on the part that women will rightfully play in the future program of our country. I could go into statistics and observations of the last twenty-five years of industry and of the situations that I have read about. I traveled thru seventeen countries of Europe, saw the opportunities for women over there; I worked with them, I talked with them. There is no place in the world that affords women the opportunities the United States does, but we give them so-called privileges and then we turn around and place upon them restraints, rather unconsciously.

Let's give this question serious thought. It is important, ladies and gentlemen!

Mary Virginia Morris (California): I move the previous question to stop debate.

President Joynes: We are voting to stop debate. Those in favor of stopping debate, please rise. Those opposed, please rise.

(There appeared to be some confusion and the Chair was requested to have the motion read again.)

President Joynes: This is *Mr. Hunt's* motion: That the NEA endorse an amendment to the Constitution guaranteeing equal rights for men and women in the United States.

(Question was called for.)

Mrs. Johanna M. Lindlof (New York): This is a matter of procedure. The question was called for and the lady stated that the question was to stop the debate. The vote should now be on the question as to whether we wish to stop debate.

President Joynes: I beg your pardon; we voted and I stated it definitely. We voted on the question to stop debate and now we are voting on the original motion. Are you ready for the question? Suppose we take it by a rising vote.

Mrs. Agnes Hallock (New York): It was not stated.

President Joynes: I beg your pardon. It has been read twice. I will let the parliamentary rule.

Parliamentarian McElroy: The motion that was made was to stop debate; the motion was the previous question, that was moved and seconded. That motion is not subject to discussion. The motion of the previous question to stop debate was carried. Subsequent to that time the president had the original motion read twice and is now attempting to get a standing vote.

Mrs. Hallock: The chairman did not state that motion before we voted on it and it is her duty to so state the motion before we vote.

President Joynes: I will leave it to the parliamentarian.

Parliamentarian McElroy: So far as the parliamentarian is able to observe, all matters of parliamentary procedure have been complied with. Instead of stating the motion herself, the president had the chairman of the Committee read the motion twice.

(*Mrs. Hallock* continued to protest.)

Parliamentarian McElroy: You may move to reconsider the question.

Esther Helbig (Iowa): May I move for reconsideration of the question, to stop debate?

(The motion was seconded by several delegates.)

President Joynes: All in favor of opening the question again—

Miss Helbig: Of stopping debate.

President Joynes: That is what I thought it was. I will give the question as you suggested, regardless this time of the parliamentarian. All in favor of stopping debate (it has been moved and seconded) please rise.

(The audience seemed to be divided on whether that was the question.)

President Joynes: Those that want to continue debate, please rise. The motion is carried.

To be sure that you understand this, I am going to state my question again: The motion is that the NEA endorse an amendment to the Constitution guaranteeing equal rights for men and women in the United States.

Voice: Which constitution?

President Joynes: The motion has been seconded.

(The motion was then placed before the house for vote.)

President Joynes: It is my understanding that the motion was carried.

Harold F. Clark, Teachers College, Columbia University, New York, chairman of the Committee on Cooperatives, is not present. *Mr. Givens* will read the report.

Secretary Givens then read the report of the Committee on Cooperatives, as found on page 9 of the printed *Summary of Reports of Committees, Commissions, and Councils*.

Secretary Givens: Madam President, the report on Cooperatives is before the Assembly for action.

President Joynes: The report has been submitted and whatever you wish to do with it is agreeable.

(It was moved by *Miss Vail*, duly seconded, carried, and so ordered, that the report of the Committee on Cooperatives be accepted.)

President Joynes: Next is the report of the chairman of the Committee on Credit Unions by *L. A. Pinckney*, business manager, Teachers Credit Union, Kansas City, Missouri.

Mr. Pinckney: Perhaps it would be a matter of interest to you to know that at the present time there are approximately six hundred teacher credit unions in operation thruout the United States, with an estimated membership of more than 100,000. I think it would be of interest to know how many of the delegates here are actually members of credit unions. May we have a show of hands to see how many here are credit union members? (Showing of hands.) That is indeed a good showing. It indicates that the credit union is continuing its service among teachers.

(*Mr. Pinckney* supplemented the report on page 359 of this volume as follows:)

There is a probability that some of you here are not familiar with credit unions. You can find out about them by dropping a card or a letter to our NEA headquarters at Washington, D. C., and these pamphlets, any or all of them, will be forwarded to you on request.

There are two additional recommendations that I would like to propose at this time:

4. That boards of directors should place more emphasis on the building up of savings accounts than on the payment of dividends.

5. That credit union members should be encouraged to buy war bonds generously and then to build up a fluid savings account in the credit union to increase further their postwar buying power.

In this connection, it should be pointed out that it is the policy of credit unions to invest surplus funds in war bonds, so as surplus funds would accumulate from the savings of individuals, you would not only benefit by having individually fluid savings accounts, but you are also giving Uncle Sam the benefit of those savings. I move the adoption of the report.

(The motion was seconded, carried, and report of Committee on Credit Unions declared adopted. Announcements by *Secretary Givens* were followed by a motion properly made, seconded, and carried. The convention then adjourned, at 5:25 p. m.)

THIRD BUSINESS SESSION

THURSDAY MORNING, JULY 6, 1944

(*President Joynes* called the convention to order at 9:00 a. m.)

President Joynes: We will now have the invocation by *The Reverend Donald F. Campbell*, associate pastor, Shadyside Presbyterian Church, Pittsburgh.

(The invocation was given.)

President Joynes: I am asking *Mr. Givens* to give the report of the Joint Committee of the National Education Association and the American Teachers Association, since the chairman of the Committee, *S. L. Smith*, George Peabody College for Teachers, Nashville, Tennessee, is not present.

Mr. Givens: If you will turn to page 16 of the *Summary of Reports of Committees, Commissions, and Councils*, you will find this report.

(*Mr. Givens* then read the report as printed on page 365 of this volume.)

This Committee has been carrying forward a very constructive program for many years and I think it would be appropriate to move the adoption of the report.

(It was moved by *Mr. Smith* of Arizona, seconded by *Mrs. Gridley* of California and carried, that the report of the Joint Committee of the National Education Association and the American Teachers Association be adopted.)

President Joynes: *Agnes Samuelson*, executive secretary, Iowa State Teachers Association, Des Moines, Iowa; and chairman of the Joint Committee of the National Congress of Parents and Teachers and the National Education Association, will present that Committee report at this time.

Miss Samuelson: If you will turn to page 17 of the summary of reports of the committees, you will find the joint report.

(*Miss Samuelson* supplemented the report on page 366 of this volume as follows:)

The members of the Committee are: (a) for the National Congress of Parents and Teachers—*Agnes Samuelson*, Des Moines, Iowa, chairman; *Howard V. Funk*, Bronxville, N. Y.; and *Mrs. William A. Hastings*, Madison, Wis.; (b) for the National Education Association—*Lorine Barnes*, Birmingham, Ala.; *Mrs. Mary L. Hollister*, Kansas City, Mo.; and *Mason Stratton*, Atlantic City, N. J.

This report is based upon the premise that in educational reconstruction there will need to be some very deliberate and careful planning on the part of professional and lay men, especially planning in connection with converting the program of the schools from a wartime to a peacetime basis and for making provisions to rebuild the teaching profession and to secure the funds needed to carry on a new program.

There are several topics listed for discussion. You perhaps have noticed them or will notice them as you take this report back to your respective groups. Some are topics that are very pertinent to the discussion of educational needs at this time.

It is recommended by this Joint Committee that the state organizations of both these organizations and associations set up the necessary machinery on the state level to make possible cooperative guidance in planning for the changes in the present and the postwar world.

We recognize that in a number of states there are planning commissions of lay and professional people and so the further recommendation is made that in those states where the joint councils or commissions exist, there ought to be immediate discussion and action along the lines of the topics suggested for discussion, such as juvenile needs, education of returning veterans, and war workers; improving teacher education; reorganization of school districts; strengthening state departments of education, state financing of schools; school code revision; education at the peace table; schools in community life; purposes of public education, building community support of schools; lay and professional functions in education; and types of teachers needed in the schools of the future.

The second recommendation is that in other states that do not now have that machinery, the state education association and the state PTA set up the machinery necessary to make this cooperative guidance of planning a reality.

We further recommend that this planning program reach down to local levels thru your state joint committee.

This report was adopted by the National Congress of Parents and Teachers at the New York conference in May and the request was made that the NEA give it all the publicity possible so that it would not be just a joint report in two volumes of proceedings, but so that it would be translated into action in every community in the nation.

Madam Chairman, I move the acceptance of this report.

(The motion was seconded and carried. Joint report of the National Education Association and the National Congress of Parents and Teachers declared adopted.)

President Joynes: We are very sorry that *Mildred English*, Georgia State College for Women, Milledgeville, Georgia, chairman of the Joint Committee of the National Education Association and the American Library Association, is not here today. I had an air mail letter from her saying it was impossible for her to get a reservation from Atlanta, Georgia. I have asked *Mr. Givens* to give her report at this time.

Secretary Givens: If you will turn to page 15, you will find a part of the report. I have received in the mail from *Miss English* some additional suggestions from the Committee.

This Committee, as you know, is made up of members of the National Education Association and the American Library Association.

(*Mr. Givens* then read the printed report as given on page 364 of this volume, with the following additional recommendations:)

The Committee would like to make the following request of the Research Division of the National Education Association:

In making any study of salaries, that qualifications and recruitment of teachers, school librarians, and/or teacher-librarians be included, and that such information as may be secured be summarized for the Joint Committee.

The Joint Committee, thru its chairman, recommends:

1. That during the coming year, the Committee undertake a study of the function of the library in both pre-service and in-service education of teachers. It is felt that this is a significant spot in the effective library service to schools.

2. That a study be made of the work of the teacher-librarian and what library training the teacher-librarian should have.

3. That, since there is a growing interest in the library in the elementary school as an integral part of the school program, materials be developed and made available to elementary-school workers that will assist them in making possible effective library service to the children.

4. That, since schools are extending their services to nursery schools and to school-age programs for the children of working mothers in defense and war areas, and since the teachers in these groups are not always trained teachers, the Joint Committee undertake to give some guidance and help in the matter of book selection and in the use of books with these groups.

In order to accomplish these suggestions, it will be necessary for the Committee to have some additional funds. Little of the NEA's appropriation has been used this year. Expenses of the chairman have been taken care of by the Georgia State College for Women, as their contribution to the work done by a member of the college staff. It is hoped that the amount set aside by the NEA this year may be kept in the fund for the use of the Committee and an additional amount may be set aside by the Association for next year's work in attempting to carry out the suggestions offered herein.

(Signed) *Mildred English*, chairman
Joint Committee, NEA and ALA

I will say in connection with that, that if the report made by the Budget Committee is adopted, there is sufficient money to take care of their needs.

President Joynes: You have heard the report. What is your pleasure?

J. F. Wellemeyer (Kansas): I move the adoption of the report.

(The motion was seconded and carried. Report of the Joint Committee of the National Education Association and the American Library Association declared adopted.)

President Joynes: I believe at this time we are ready to go back to the way the program is printed and if you will notice, under "Presentation and Discussion of Committee Recommendations," we have National Commission for the Defense of Democracy Through Education, to be given by *Alonzo F. Myers*, New York University, New York, chairman.

I have been very happy this year that I have been able to attend all their meetings. The Commission is doing a very fine piece of work. They have helped a great deal with federal aid. In fact, they are working for the good of the entire Association. I am very happy this morning to present *Mr. Myers* of New York, who will now present his report as chairman of the Commission.

Mr. Myers: Thank you, *Madam President*, for those kind words.

I would like to say to you that *Mrs. Joynes*, our NEA president, has been an excellent member of the Defense Commission. She has not only attended all our meetings, but has taken a most active interest in all our work and we appreciate it.

(*Mr. Myers* then read the report found on page 59 of this volume. The motion to adopt the report was duly seconded, carried, and the report of the National Commission for the Defense of Democracy Through Education declared adopted.)

President Joynes: At this time we will have the report from the Legislative Commission. I want you to know that Commission has been at work and the chairman has done a fine piece of work. We will now hear from *H. M. Ivy*, superintendent of schools, Meridian, Mississippi, chairman of the Commission.

(For *Mr. Ivy's* report see page 63.)

Madam President, I move the adoption of the report.

(The motion was seconded by *Mrs. Lindlof* and carried, and the report of the Legislative Commission declared adopted.)

Mr. Ivy: Now, *Madam President*, in view of the fact that there are some other developments that interest the Delegate Assembly, I would like to have *Mr. Dawson* have a few moments to present those additional features to the Delegate Assembly.

President Joynes: I shall be very glad to give *Mr. Dawson* time to talk to the Delegate Assembly.

(For *Mr. Dawson's* report see page 66.)

The next report to be given will be that of the Educational Policies Commission, by *Paul T. Rankin*, assistant superintendent, Detroit Public Schools, and member, Educational Policies Commission.

(For *Mr. Rankin's* report see page 71.)

President Joynes: The Chair recognizes *Frank Heinisch* of Nebraska.

Mr. Heinisch: I wish to make a motion. I believe that this Delegate Assembly should take some definite action at this time. We have the ball on the ten-yard line. I believe that *Mr. Dawson*, *Mr. DuShane*, *Mr. Marston*, *Mr. Archer*, and

many others who have been carrying this ball during the past three-quarter session of Congress have been doing a marvelous job. They need some help in the line at this time. I believe that there has never been an opportunity to put over a federal aid bill as there is at this present time. The United States Senate is ready and I believe there is a majority of members there who will vote on S. 637 in Congress for this discharge motion. With one hundred congressmen who have agreed to sign the motion requiring only a little more than one hundred signatures to get the bill H. R. 2849 before Congress, I believe you members of this Delegate Assembly, representing the outstanding leaders of education in every congressional district in these United States, can, if you will, go back to your congressional district, contact your congressman, find out how he stands on this thing, explain the democratic proposition that is involved here as to why we cannot get this bill out in Congress, get him to sign this discharge motion, or agree to when Congress reconvenes. If we can get another 100, 118, 125 signatures, I am satisfied that Congress will pass this bill.

I would like to see this Delegate Assembly at this time ask each individual member to serve as a committee of one to get this job done. We need more strength on the line. We have the proper men carrying the ball, but they cannot carry it thru and go over the goal unless each and every one will get out and do his job.

I therefore move, *Madam President*, that this Assembly reaffirm its conviction that federal aid to education based on the principles expressed in S. 637 and H. R. 2849 is essential to educational welfare; that individual members herein exert every effort to secure the passage of S. 637 and H. R. 2849 during the present session of Congress; that every delegate in this Assembly, when he returns to his home, contact his congressman and urge him to sign Discharge Motion No. 12 immediately upon reconvening of Congress.

(This motion was seconded by *Mary Titus* of West Virginia.)

For the last few years that work has brought me in contact with many teachers and I have been amazed at how many teachers have believed that we represented such a very worthy cause that all we had to do was sit back and an adoring and believing public would do for us the right thing.

Those of you who have worked for the appropriation of funds for education know that there has never been \$1 given to education for which leaders in education have not worked long, long hours. The leaders have done everything they can to obtain federal aid and we are at the doorstep of attaining aid. If that door is pushed open, we teachers are going to do it individually and collectively; 1500 leaders from these United States must go back home and do the things we have asked to have done.

If that is done, I am sure that before Christmas, we will have federal aid for education in the United States.

When the War and Peace Fund campaign was put on, a slogan was used. It was a statement made by *Horace Mann*, a layman who long years ago set up the ideal of a free education for every boy and girl in this land of ours. It was a great inspiration to the people who worked in the War and Peace Fund campaign. This morning I would like to repeat it again to you, because I think it will serve the same inspiration again. *Horace Mann* said, "If there ever was a cause, if there ever can be a cause which is worthy of all the hard work and sacrifice the human heart can endure, it is the cause of education."

President Joynes: I recognize *R. E. Davis* from Kentucky.

Mr. Davis: Most of us are here because the people in our states felt that we had some elements of leadership. We have benefited in some activity in our own states. We have fought for our state legislation; we have secured state legislation in many states favorable to public education. We can secure federal aid to education if we are unafraid to fight and have what it takes. Some people will criticize a schoolteacher if he asks for funds to support education in the name of the children. Remember that history is writing now; it will write what we do. We are the leaders who sponsor educational programs in America. Regardless

of where the criticism may come from, regardless of what it happens to be, history will say that education won or lost that battle.

We have been engaged in a battle for federal aid ever since I was born and I am becoming mortally ashamed of our continued failure. When we start to procure a program in our state, we procure that program. The congressmen of the United States can be influenced by this same intelligent program and by this same intelligent fight as can state legislators. If we will combine our efforts and if we will contact our congressmen when we return home, we will win our fight.

I want to suggest to you that you do not rest when you go back home, but that you immediately go to your congressman with some friend of that congressman's, some influential citizens from your community, and ask that congressman to vote for Discharge Motion No. 12 and thereby demonstrate his opposition or his favor to our federal aid program. That is a crucial test for him.

I hope you will do that. Let's not continue this fight eternally for federal aid. I am for it. I believe we can get it. I believe that if 250,000 schoolteachers cannot convince the public that this is correct, we had better surrender our leadership to somebody else.

Lillian Broderick (New York): We have listened to inspiring discussions of what to me is one of the most vital questions before us, the matter of federal aid for education. To me, freedom to learn the truth is for the school child of America truly the Fifth Freedom.

The speakers have placed before us squarely the question of what we as representatives of the teachers of the nation and, in the long run, of the children of the nation, can give in the way of securing for them and for the cause of adequate free public education the financial support which is necessary.

But if we are to make a wholehearted attack upon that question, we must bring to it the refinements and restraints of true charity and true Americanism as well as the skills and strengths of scholarship. We have the scholarship, of course, but scholarship can be a coldly scientific thing. Alone, it will never enable us properly to study and evaluate the proposed amendment which will bring our own federal aid bill into harmony with the Constitution of the United States, a harmony that does not exist as the bill is now written.

While the report of the Legislative Commission was before us, I was willing for many reasons to let the statements on the amendment slip by unnoticed even tho—for us who know the facts—the statements were neither written nor read without a restricting bitterness and prejudice wholly unworthy of us as American teachers.

But the speeches which followed made it necessary that I speak out in defense of the amendment and of those who, in the simple integrity of their American citizenship, sponsored it and voted for it. They see in the amendment, as I do, the only hope of ever making federal aid a social-effective reality. Therefore, in keeping with professional ethics and with self-respect, I must make known my position on the matter.

It is true that there are minority forces against the bill as it is written, but they are forces that are not against public education. They are forces fighting loyally to bring "education for all children" into conformity with the Constitution of the United States, to guarantee the parents of all children the right of selecting the schools to which their children go, under full protection of our federal Constitution and supporting court decisions.

The bill as prepared by the NEA, without the amendment, would deny any financial benefit to children in the vast number of denominational schools in America. I have neither the desire to do that, nor, thank God, the desire to wish to close the denominational schools in America. However, if we persist in this effort to limit to children enrolled in public schools the benefits of the federal aid program, we will do indirectly that which we would never as Americans seek to do directly.

The cost of public education is high. The parents of children in denominational schools have paid their share of that cost. They are, in addition, paying the

cost of the denominational schools. If they are to assume as a new tax responsibility, without a resulting direct benefit of any kind to their children's educational program, their prorated share of the costs of the tremendous federal aid program as now proposed, they will be unable to continue to operate their denominational schools which they do now in accordance with their rights as minority members of the great American democracy. "The power to tax is the power to destroy" and its use still may be as un-American and, in this case, as anti-social as it was in the days when *Chief Justice Marshall* made that immortal statement.

We are going back home and battle for federal aid for education, but we are to go back home and battle for it in the light of the proposed amendment. There has been no effort on the part of our leaders to canvass the members of the NEA to determine whether or not we approve the amendment which would bring the federal aid bill into conformity with our Constitution and into conformity with our principles and at least our lip service to the ideals of true Americanism, the Americanism for which graduates and undergraduates of denominational schools are fighting side by side with the graduates and undergraduates of the public schools in America. I, for one, plead for equal opportunity for all the children registered in schools of the United States, as those schools are chosen by the parents of the children who are to benefit.

Mr. Wilson: Mrs. Joynes, we have a resolution on this subject. This debate is going on rather long and so I would like to move the previous question.

(The motion was seconded.)

President Joynes: The previous question is moved. All in favor stand. Rising vote called for. Motion declared carried.

The question is that this Assembly reaffirm its conviction that federal aid to education based on the principles expressed in S. 637 and H. R. 2849 is essential to educational welfare; that individual members herein exert every effort to secure the passage of S. 637 and H. R. 2849 during the present session of Congress; that every delegate in this Assembly when he returns to his home contact his congressman and urge him to sign Discharge Motion No. 12 immediately upon reconvening of Congress.

(The motion was placed before the Assembly for vote and carried.)

President Joynes: I have an announcement to make at this time, given to me by the Rules Committee. The Committee on Bylaws and Rules hereby requests that I call a meeting of the Board of Directors to be held during the morning recess in the Potentate's Room to the right of the stage as you enter. I hope all the state directors will be present at that meeting.

As *Mr. Hill* finds it impossible to be here at this time, I am going to change the program. I am going to recognize our present national commander of the American Legion, *Warren K. Atherton* of Indianapolis, Indiana, who was supposed to speak after recess.

Mr. Atherton has always done all he possibly could for education. He is a great friend of education. He is just back from the battle front and I feel that we want to hear from him this morning.

At this time I am happy to present *Warren K. Atherton*, national commander of the American Legion, who will extend greetings from the American Legion.

(For *Mr. Atherton's* address, see page 75.)

President Joynes: That was a wonderful speech. We certainly thank you.

I am asking the cooperation of some of these chairmen this morning. I am particularly asking the cooperation of *Mr. Hill*, *Jean Armour MacKay*, *Mr. Allman*, and *Rachel Anderson*. We would like at this time to take up the discussion in regard to the amending of Article I, Section 3, of the bylaws and after that we will have our recess. Then these committee chairmen will come on after the recess. Does that meet with your approval? We certainly thank you.

This question is most important. May we have your attention, please. I recognize *Miss Adair*.

Miss Adair: As I told you yesterday, your Rules Committee is entrusted with the responsibility of seeing that our rules are carried out. When we were queried yesterday as to the vote in regard to the amending of the bylaws, we were unable to say certainly that two-thirds of the delegates present had voted for the amendment. That is the regulation. Therefore, we rule that the vote must be taken today, at this time, so that you may be sure that your bylaws are complied with.

Our ruling was that the matter would have to be taken up. We set this time so that you might know ahead of time that it would be taken up just prior to recess. We ask that the vote be by roll call of states. That is the only way in which you may be sure of a two-thirds vote in a vote that is on a controversial question.

Madam Chairman, you have the ruling of the Committee.

President Joynes: If there is no objection, I will permit discussion. Do I hear a motion to discuss the amendment?

E. J. Skarda (Illinois): I make the motion to discuss the motion.

(The motion was seconded.)

President Joynes: The Chair recognizes *Mr. Flora*.

Mr. Flora: I want to say first that I heartily approve of the action of the Rules Committee in bringing this action back before the Delegate Assembly. I voted for the amendment. I was one of the persons who signed the instructions to the delegates in the last Delegate Assembly for the bylaw to be created by the Executive Committee. My name is now attached to the bylaw and for that reason, I should not want this Delegate Assembly to leave here without knowing whether or not the bylaw was passed in any doubtful vote. For that reason, I am heartily in favor of the action of the Rules Committee in bringing this matter before you again.

Secondly, I should not want it in the bylaw that I had any part in inspiring or writing a bylaw passed under conditions in which you go back into your states and not support the bylaw. For that reason I am happy that this matter is reopened.

I want to take this opportunity of saying to you why I think we ought to have some facts supporting this bylaw. Then if we as a Delegate Assembly do not want the bylaw, we can come back again and again until some Delegate Assembly is willing to move forward in this way.

Last year, I am speaking now of 1942-43, after you elected me to lead this organization for a year, everywhere I moved in Washington, everywhere I moved in the states, teachers were asking for action. They were asking for action on the part of states and on the part of the national organization. Everywhere I turned there was no money for action—and you cannot buy bread without a coin! Therefore we moved in the only way we could move. A group went out over this nation and appealed to you thru the War and Peace Fund for some money with which to do some of the things that the teachers of this nation wanted done.

You responded magnificently to the cause, to the point of where more than \$300,000 came to the NEA. This was apportioned to the states for action. Therefore, we are financing some of this action thru that means. As a result of that action, last year in Indianapolis I imposed upon *Mrs. Joynes* and the Executive Committee the task of continuing that action. I want to congratulate her upon the program; her speech yesterday was one calling for action.

Now, the only point of difference, members of the Assembly, is *how?* There is no question as to whether we should go forward or not; the only question is *how?*

I want to maintain one thesis and I will close. The War and Peace Fund is now financing a part of our activities. You will notice in the budget of this year that we are using all the funds we can find on the basis of present membership, increased by \$100,000, plus other items, to carry on the activities of this organization.

I maintain, and the reason I want this bylaw passed, is that after another year we will practically exhaust the War and Peace Fund. Where will we pick up the slack when that money is gone, except by the increase of dues? In other words, if I were asked by you to do what you would put upon this Assembly a

moment ago—to put a program of action of federal aid or any other program of action for an association as large as this—I should ask you for adequate funds to do the job. The only funds we are using now for federal aid, aside from personnel, is available thru the War and Peace Fund. When that is gone, may God pity us in our fight for federal aid or for anything else that we want to promote as a great organization.

I say to you, fellow delegates, your people back home sent you here believing that you would support a program of vigorous action in this organization. That, I believe, is certain. The only question now is how can we do that job? I, as one, maintain that the only way we can do it is by pushing forward.

I am for the five-year program of expansion of membership but I don't think that is enough. I think along with that, we need to enhance our treasury to the point where we can do some things that our additional 50,000 members want us to do.

Therefore, I trust that you will support this amendment in order to make it possible for us out in the field to get the service that the field demands. That is why I asked the privilege of presenting this matter to you, that you might vote after you have had the information which I felt you should have.

Willis Sutton (Georgia): I want to assure you that I am only going to say a word or two, but I am so tremendously interested in this program that I have been asked by several to say a word in favor of this raise in our dues.

I know that the great rank and file of our teachers pay not only to the national Association and state associations. I know that obligations are laid upon them for every kind of plea—for our Red Cross, the USO, and Community Chest. Therefore, I don't indulge in this argument that our dues are very low, for I know that at the same time there are hundreds and thousands of calls on the teachers of this nation. But I want to say this morning that we have reached, as has been said to you, the most critical period in the history of education that I, in the sixty odd years that I have lived, have ever known.

If we should for any cause whatsoever, whatever may have been the arguments presenting the ideals and values of those arguments in the groups with which this matter has been discussed, come to this hour and as an association balk at the raising of our dues from a \$2 limit, as small as that is, to \$3, or the addition of \$1 a year, of less than a postage stamp a week, and then ask for federal aid, ask for any of the benefits that we are demanding of our state legislatures, our boards of education, our taxing authority, we would really make ourselves ridiculous, as I see it, in the sight of the nation!

I suggest that if it is necessary to repoll our delegation, we study carefully the effect of what we are doing here on our organization in the years to come.

Yes, we need it. The amazing thing to me has been that a program such as we have carried out in these last thirty-five years, and I have known somewhat intimately the workings of this Association, with so small a fee, is the greatest miracle that I know about in American life!

We need it for ourselves; we need it for our organization; we need it to take up where this War and Peace Fund leaves off. With that understanding, we on the Committee formulated the policy for the War and Peace Fund. But before everything else, we need it for the effect it will have on the public; we need it for the effect we will have on other professionals.

I wish you could have heard, before the Secretaries Association the other day, our representative from Puerto Rico telling about the \$2.50 dues per month, \$30 per year, that the 5000 teachers have paid on the island of Puerto Rico, in order to carry on their organization, what they have received out of it, and the progress they have made.

I wish sometimes when you think about all of these things that people say can be done and are being done in other organizations, and then think in terms of what we are doing for our organization to back it up financially compared with

what they are doing, all that we plead for is that if that is a prejudice, we lay it aside; if there is any thought that this matter has been foisted on anybody by anybody else, we forget it.

I ask that we remember just one thing: We are the National Education Association of the United States of America and let's speak with some dignity when it comes to our dues.

Mrs. Agnes Hallock (New York): As a teacher in the slightly above average paid class of teachers, I arise today for three reasons: First, to make a plea for those underpaid teachers for whose sake I allowed myself to submit to what I considered the undemocratic coercion on the part of the administrative force so that I would give to the War and Peace Fund, so that the salaries of these underpaid teachers might be raised; and second, to point out to this august body the utter stupidity of urging in one breath for more members for the NEA and then by increasing the dues virtually denying the rights, privileges, and duties of this great NEA to these same low-salaried teachers; and third, to request that you vote down these \$3 dues and demand a graduated scale of dues, so that the \$3000, the \$5000, the \$10,000, the \$15,000, and \$20,000 salaried teachers will not be paying exactly the same amount as the poor \$500 teachers, for whom we constantly voice the word "justice," and do not do justice!

I thank you.

Mr. Skarda: I am making this statement because the teachers whom I represent ask me to do so. They drew it up and it is on the graduated scale of dues that was just introduced. I cannot see any justification of decreasing the rate that we take from the higher salaries where there is more capability to pay. Two dollars on \$1000 is a half of 1 percent. Step that up to \$3000 and what do you have? Only one-third that rate! That is diametrically opposite to the principles of taxation that we employ in income taxes, property taxes, almost all of the other taxes which we think are the best. We should look for more money among the brackets that are more able to pay.

My teachers have this in mind:

That dues on salaries up to \$1200 shall be.....	\$ 2
That dues on salaries from \$1201 to \$2500 inclusive be.....	3
That dues on salaries from \$2501 to \$3500 inclusive be.....	4
That dues on salaries from \$3501 to \$4500 inclusive be.....	5
That dues on salaries from \$4501 to \$5500 inclusive be.....	6
That dues on salaries over \$5500 shall be.....	10

The only justification I can make for a flat increase is that it is easy to calculate—we can all count to \$3, we all pay \$2. This would be somewhat more complicated, but I am sure not too complicated for us to figure out. It would be far more just.

It would raise more money. I don't think we have any question here as to whether or not we should increase the dues. I think we are all of this one mind. We should, we need to, we must. But what is the manner, what is the fair way of doing it? This, I think, is the fairer way. Therefore, I will have to give the question to the parliamentarian, as to whether I can introduce this as an amendment to Article I, Section 3, or as a substitute, or should it go over to new business?

President Joynes: The Rules Committee opened it for roll call only and the parliamentarian says you cannot at this meeting.

Mr. Skarda: Thank you.

President Joynes: Are you ready for the question? (Question called.) If there is no further discussion, the secretary will read the proposed amendment and then the secretary will call the roll.

Secretary Givens: If the delegates will turn to page 17 (of the program), it will be easier to follow:

Article I, Section 3

(Words or phrases in *italics* to be added; those in brackets [] to be deleted.)

The dues of an active member shall be [\$2] \$3, *effective beginning 1945-46*, or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of [\$2] \$3, *effective beginning 1945-46*, shall be entitled to receive the "Journal." Those who pay annual dues of \$5 shall be entitled to receive, in addition to the "Journal," the "Research Bulletins" and the volume of "Proceedings." Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the "Journal," the "Research Bulletins," and the volume of "Proceedings."

This is proposed in accordance with the action taken by the Representative Assembly at Indianapolis.

President Joynes: The secretary will call the roll.

Secretary Givens: May I call your attention to the fact that we are voting on this amendment that has just been read—of changing the dues from \$2 to \$3, effective 1945-46. When I call the roll, the states will please answer "Yes," meaning those in favor of the amendment, so many; "No," those who are opposed, so many. Please answer in that order. You better write it down to help us keep the record.

(Roll call of states followed. Result of vote announced to be: yes, 1029; no, 259.)

President Joynes: The amendment is adopted and you may have a ten-minute recess.

(Short recess followed. Convention reconvened at 12:25 p. m.)

President Joynes: We will now listen to the report of *Thurman B. Rice*, Indiana State Board of Health, Indianapolis, Indiana, chairman, American Medical Association and the National Education Association Joint Committee.

Dr. Rice: The chairman of the Joint Committee has the honor to report the activities of the Committee as they transpired at the meeting of March 8-9, 1944.

Since the last meeting of the committee, the report *Fatigue in School Children* was completed and published during the year.

Wartime shortages have prevented revision of the pamphlet on *Eyesight Conservation*. It is hoped that this revision can be made as soon as conditions will permit.

The Joint Committee proceeded to consider the report of the subcommittee on problems of the hard-of-hearing school child. The Joint Committee heard a presentation from *Howard A. Carter*, secretary of the A. M. A. Council on Physical Therapy, on hearing aids and instruments for the detection of hearing defects in school children. This report will be ready for distribution in the near future. The whole matter covering the use of hearing aids for school children and of instruments for determining the presence of hard-of-hearing-children in the schools will be of the greatest importance because this problem is a pertinent one before the schools at the present time.

Dr. Bauer presented a list of Joint Committee publications. It was suggested by the chairman and agreed upon without formal action that this list, including prices, be made available in mimeographed or printed forms for distribution by the American Medical Association and the National Education Association. This will make more available the various publications which have been prepared by the Joint Committee.

The subcommittee appointed to make a study of athletes foot infection has not been able to make a report as yet, but we have been told that *Austin E. Smith*, of the American Medical Association Council on Pharmacy and Chemistry, is now practically ready to release a pamphlet on this subject. This should constitute a safe guide for schools that wish to take precautions against this infection.

The matter of the revision of the book entitled *Suggested School Health Policies* was brought up. It was felt that this important book should be reprinted as soon as possible. There have been 8000 copies distributed and there remain something near 2000 copies in present stock. This has been an important publication and should be kept up to date.

In June 1943 the House of Delegates of the American Medical Association passed a resolution whereby they strongly endorsed the teaching of basic human biology as a preparation for health and hygiene classes to be given later. It was felt that much of the ineffectiveness of the teaching of health and hygiene was due to the fact that the teachers in the normal schools and later the children in the high schools were not in a position to understand the health teaching because they did not understand the basic underlying human biology. The Joint Committee approves of this resolution and passed a motion of its own covering ten important points which it was felt should be discussed in such a course of basic biology. The students should have the understanding of the basic biology underlying the following subjects:

1. The nature and behavior of bacteria and other parasites causing disease.
2. The basic biology of the cell, this being of particular importance in understanding body growth, cancer, and such matters.
3. The heredity in plants and animals.
4. The practical adaptation of biological species to their environment.
5. The underlying essential physiological processes of all animal life, such as assimilation, respiration, and so forth.
6. A dignified and accurate vocabulary in matters pertaining to sex and reproduction. The student should conceive of these processes as being fundamental to life in the successful development of the individual, the family, and society in general.
7. The basic needs of the plants and animals to the end that he (the student) may better understand the ecological factors which underlie human welfare.
8. An intelligent understanding of the conservative theories and basic facts of biological evolution.
9. All such instruction should be directed toward the objective that the child may understand as well as he may his own body, and his own and other persons' reactions in the complex and constantly changing world.
10. Instruction of this sort should *not* be directed toward meeting college entrance requirements. It is to be definitely for the purpose of improving his understanding of his own body and his health needs. If instruction in strict botany or zoology is desired, such instruction should not be permitted to take the place of the subjectmatter of this course.

Stated briefly, the Joint Committee strongly endorses the development of a course in general basic human biology as a prerequisite to instruction in hygiene. We feel strongly that instruction of this sort should not be attempted until there is reason to believe that the equipment, personnel, and textbooks are of such nature and quality that the course will sell itself to thinking people as being one which is important, practical, and reasonable. We believe there could be no more fundamental subject in the preparation of the child for the problems of life than in the study of the basic principles underlying life.

The Joint Committee endorses the recommendation of the U. S. Office of Education that schools thruout the country provide programs of health education for all secondary-school students in collaboration with suitable medical and public health authorities, adapting the suggestions contained in *Physical Fitness Through Health Education* to the particular needs and problems of their students and community.

The Joint Committee spent considerable time discussing what should be the nature

of the health education that will be given to students under eighteen years of age who will probably be taken into the Army for a year of military training, tho they are still too young to be used in combat service. It was felt that this would be a very valuable opportunity to give instruction in this most vital subject of health and health relations. No final conclusions were made, but the matter was continued for further consideration.

Mr. Carter, of the Council on Physical Therapy of the American Medical Association, presented a report on ultraviolet air disinfection lamps and their usefulness in the school program. It was decided that this report would be offered for mail vote somewhat later and if passed, would be circulated for the further guidance of the schools in the employment of such devices.

Attention was called to the actual and potential effects of food rationing on the supplying and serving of foods in school cafeterias. It was decided that a small committee be appointed to adopt a number of statements helpful for those responsible for school cafeterias and lunchrooms.

The matter of posture was discussed at some length in relation to school desks and other school affairs. It was decided that further study of this important matter would be made, and the report presented to the parent organization after final conclusions had been reached.

The report on wartime administration of drugs to school students is too lengthy for consideration at this time. In general, we recommend that the drugs most frequently improperly used by the layman and others are laxatives, sedatives, aspirin, cough syrups, vitamins, oral cold vaccines, the sulfa drugs, and various agents for skin infections. Particularly is it dangerous to give laxatives in the presence of undiagnosed abdominal pain. The use of aspirin should be restricted to those instances where it is ordered by a physician for those who are seriously ill or who seem not to be sensitive to this drug.

Much time of the Committee was spent in making a health appraisal of procedures as related to the wartime shortage of school physicians and nurses. The conclusions reached are far too long for a report in this place. This study will be published later.

The Joint Committee has been pleased to be able to make such studies and reports as may be of value in directing health education into the most effective channels.

(Upon motion duly made by *Miss Samuelson*, seconded, and carried, the report of the Joint Committee of the American Medical Association and the National Education Association was declared adopted.)

President Joynes: Since my delegation seems to have decided that they want their dinner, at this time we are going to adjourn until 1:30 and give you all a chance to have your dinner.

(The meeting then adjourned, at 12:35 p. m.)

FOURTH BUSINESS SESSION

THURSDAY AFTERNOON, JULY 6, 1944

(*President Joynes* called the Assembly to order at 1:30 p. m.)

President Joynes: We will have the invocation by *Rabbi Charles B. Lesser*, assistant, Rodef Shalom Congregation.

(The invocation was given. "The Pledge of Allegiance" to the flag and singing of "America the Beautiful," which followed, were led by *Jacob A. Evanson*.)

President Joynes: At this time we will have the report on Teacher Preparation and Certification, given by *Jean Armour MacKay*, Highland Park School, Highland Park, Michigan.

Miss MacKay: You will find our report on page 12 of the *Summary*. My presentation will therefore be brief.

(*Miss MacKay* then read the report as printed on page 361 of this volume.)

Madam President, I move the adoption of this report.

(The motion was seconded by *Fred Staples* of Michigan, carried, and report of Committee on Teacher Preparation and Certification declared adopted.)

President Joynes: *H. B. Allman*, superintendent of schools, Muncie, Indiana, has been chairman of the Tenure Committee this year. I now present *Mr. Allman*.

(*Mr. Allman* supplemented the report on page 357 of this volume as follows:)

Mr. Allman: The Delegate Assembly is here to consider the most serious and vital problems in relation to the teaching profession. Our service in the public schools is built upon four foundation stones—first, high qualifications; second, adequate salary; third, reasonable certainty and security of employment; and fourth, adequate retirement.

The Tenure Committee was created to give meaning and purpose and direction to the third of those fundamental principles, which is reasonable security of employment and extension to all teachers of the nation the benefit of tenure protection. Security brings a new conservation of energy and a new consecration to the devoted teacher. As superintendents, we have seen good teachers make better teachers thru the protection of the tenure privilege. Sometimes, as if by magic, new powers are released and a new sense of partnership and admission of the schools comes to a tenure teacher, for she is no longer a mere tenant, a vagrant serving at the personal or political whims of employers.

There are certain areas that this year we have tried to emphasize. I am not going to read this report. I think I may safely assume that you are skilled in the fundamentals. I hope you have already read the report.

I do want to call your attention to one or two salient features of it. We have ten recommendations and I shall assume that you have read the recommendations. There is a summary of this report on page 8 of your convention *Summary*. You also have the full report as printed and ready for distribution in your envelopes and I am sure you have it in your hands.

I shall not comment further on the recommendations, other than to say they are accumulative to this extent: that they have been passed on from year to year and have sort of grown in importance. Similarly, the ten purposes of tenure are about as familiar to us as the Ten Commandments. Then we also have principles which are basic to tenure legislation. You will find those also in the report.

This year has seen few laws so far as new tenure legislation has been concerned, because there were few legislatures in session in various states. In several instances, the Committee was asked for assistance in drafting new laws and compiling legislation.

I should like to read from page 6:

The Committee has urged that the full privileges of tenure be secured wherever possible and repeatedly has warned groups against being content with laws which, while providing a continuing contract, afford no tenure protection. The Committee feels that such a continuing contract law is only the first step toward ultimate tenure. Fear is expressed that legislatures may regard their duty toward the teaching profession fulfilled when continuing contract laws have been enacted. The continuing contract law without full tenure protection is only a beginning; it should never be accepted as the final goal of the teachers' effort to secure the full protection of strong tenure legislation.

As a means of providing readily available aid both in planning initial legislative programs and in strengthening existing laws, the Committee has prepared a handbook on tenure legislation. It is entitled *Tenure Legislation: How To Get It; How To Keep It*. This pamphlet emphasizes the need for laying a solid foundation for a legislative program thru the mobilization and focusing of all sentiment favorable to security for teachers upon the problem of enacting a suitable tenure law. It enumerates the steps that should be taken in preparing a law, and lists the essential provisions of a good tenure law. Also, in it are cited the pitfalls, omissions, and errors that may

be used to nullify the benefits of tenure thru unconstitutionality. This publication should prove invaluable to groups which are planning a legislative program.

Members of the Committee were called upon to write and speak in promoting tenure legislation, in interpreting tenure laws, and in defending tenure cases.

We have cataloged on pages 6 and 7 of the report a list of the inquiries and cases that have been before the Committee this year.

I want to comment on only one of those at any length and that is on the Muskogee, Oklahoma, case. You perhaps are already familiar with the details which led up to the case. *Kate Frank*, *Mrs. Mabel Runyan*, and *Mrs. R. P. Chandler* read in the paper that they were not reappointed. Their names were not on the reappointment list and there was some news comment regarding it. That was their first information. We have this statement regarding that:

On Thursday, May 20, 1943, the teachers and the citizens of Muskogee were startled to read in the papers that three faithful and trusted teachers of the Muskogee city schools had been dismissed arbitrarily without previous notice, statement of cause, or chance for defense. As the shocking news spread that at a regular meeting of the board of education of Muskogee three successful teachers—*Kate Frank*, *Mrs. Mabel Runyan*, and *Mrs. R. P. Chandler*—had been omitted from the reappointment lists, the citizens of Oklahoma and the teachers of the nation generally became keenly aware that the most flagrant case of political reprisal on record had just been committed against these courageous citizen-teachers. That this was done with the deliberate cooperation, if not in fact the actual connivance, of the superintendent with aggrieved members of a newly elected schoolboard, made the action even more condemning when measured by all standards of common courtesy and professional decency. This bold and brazen threat against the right of teachers "to be people" and to take a positive part in the orderly processes of a democracy demands the united resentment of the profession. This reversion to the law of the jungle and to the outmoded political philosophy, "to the victor belong the spoils," dares not go unchallenged. An alarm was sounded and the profession has responded. The full power of our professional organization has been placed and must remain back of the right of teachers to political participation and full-fledged citizenship.

An immediate preliminary investigation was made by the National Commission for the Defense of Democracy Through Education late in May of last year. The Representative Assembly last year charged the Committee on Tenure with the responsibility of conducting a thoro investigation and carrying forward this fight for professional freedom.

In order to get a proper perspective of the circumstances leading up to this dastardly political reprisal, it is necessary to go back several years into the slow struggle of the classroom teachers of Oklahoma for recognition and for the right to participate in the determination of their own destinies. *Kate Frank* became a teacher of commercial subjects in the Muskogee schools in 1919. Admittedly she has always been a successful teacher. Also she was interested in seeing her profession grow in respectability and power. She early became active in organizing classroom teacher groups. Her intelligent, courageous, and forceful leadership ability was soon recognized and she became the president of her local and later her state classroom teacher group. She had the honor of becoming the first woman president of the Oklahoma Education Association. Her activities in behalf of teachers were not limited to her own state. She soon became well known in the national circles. She is now a vicepresident of the National Education Association, a member of the Budget Committee, and a member of the executive committee of the National Commission for the Defense of Democracy Through Education.

In all of these relationships, she has proved herself to be a fearless, well-informed, effective leader who has worked unselfishly in her own city, in her state, and thruout the nation for increased financial support for education and for the improvement of the teaching profession.

Leadership of this positive sort too often meets with resistance, particularly from politicians who wish to dominate and control the schools for their own selfish purposes. *Kate Frank* blocked the pathway of schemers who would fool the people and subvert the schools to their own ends. Whether the particular or immediate purpose was to prevent reasonable salary increases, to divert funds, to shorten the school term, or to appoint friends and relatives, *Kate Frank* and her fearless followers exposed the deceptions and told the people the truth. The fact that "she knew the answers" was irritating to the deceivers. She was marked for slaughter. A political boss said, "She fought us too d----- hard. We had to get rid of her." Also a member of the board who voted her out said, "We should have dismissed her fifteen years ago. She has always been a thorn in our flesh."

And the kind of thorn that was prodding school officials toward a better day for teachers!

I shall not review the immediate occasion for dramatic action. I merely want to state that in conclusion, there was one step which was omitted on page 9. The first interview following the Indianapolis meeting at which this Committee was delegated the particular responsibility of carrying on the investigation, the chairman of the Tenure Committee and one member of that Committee met the president of the Muskogee Board of Education in Chicago.

Our tentative conclusions to date are:

1. That this is a most flagrant case of political reprisal for participation of teachers in civic affairs.
2. That the liberties and rights of teachers must be defended against all efforts to intimidate.
3. That the citizens of Muskogee be encouraged to right the wrong that has been committed.
4. That state action is needed in Oklahoma to provide protection thru sound tenure legislation.

Similarly we have discussed in the report the case of Moline, Illinois; the case of Richmond, Virginia; reported the action of the courts in certain cases in Youngstown, Ohio; the failure of acceptable action in Davenport, Iowa, because of the absence of tenure law; the initiation of investigation in a case at the Alabama Polytechnic Institute, Auburn, Alabama; another case at Charles City, Iowa; then a statement on cases at Oklahoma City, Oklahoma, which seem to be rounding out in fairly acceptable form.

We have a list of the literature which has been published thru the year. Two of the publications were prepared under the Committee last year and were released this year.

We have also a description of the meetings of the Core Committee and the Advisory Committee. There is to be this evening a final meeting of the Advisory Committee at the William Penn Hotel at ten o'clock. We hope that members of the Tenure Committee will attend.

I might comment further on this report, but I believe, since we are somewhat behind schedule, I shall close my remarks with the hope that you will read the report carefully, that you will send to the Tenure Committee any criticisms you may have on it. We shall be happy to comment on it in further detail tonight at the meeting of the Advisory Committee, if you care to attend.

Madam Chairman, I move the adoption of the report.

(The motion was seconded by *Mr. Sutton*.)

Clara R. Ross (New York): What percent of the teachers are on tenure or come under tenure? How many states come under tenure?

Mr. Allman: There are twenty-six states that have some type of tenure.

Miss Ross: How many states have complete coverage?

Mr. Allman: That would be a debatable question, because the laws vary in the completeness with which they protect. In round numbers, two dozen states have fairly adequate tenure laws. We have thirty-six states with a continuing-contract law and we have a dozen without any law.

Miss Ross: What percent of teachers would be under tenure?

Mr. Allman: Any statement I make would be a rough guess and I think you can guess that almost as close as I can.

(Motion on the adoption of the report was then placed before the Assembly, carried, and the report of the Tenure Committee declared adopted.)

President Joynes: The next report to be presented is the report of the Committee on International Relations. The chairman found it impossible to attend this meeting, so he has appointed a member of his Committee, *Rachel Anderson* of New York, to make the report.

(*Miss Anderson* supplemented the report on page 355 of this volume as follows:)

Miss Anderson: I shall not read the report which is printed in the *Summary*, but merely make the statement that as in years past, International Relations has published four copies of the Latin-American newsletter, *Among Us*, and this year, for the first time, one edition of the *Worldwide News*.

As the year advanced, the International Relations Committee felt that it must not be said of that Committee of the teachers of the National Education Association, what *President Coolidge* answered when asked what the preacher had preached about. He said, "Sin." *Mrs. Coolidge* said, "Well, what did he say about it?" and *President Coolidge* said, "Well, he is agin' it."

We felt that in this manner of worldwide, lasting peace, it must not be said of the teachers of America that yes, they were for it; that in every possible way this Association must take every possible step in seeing that education has its rightful place in formulating a lasting peace for the world.

With that idea in mind, the Core Committee met in May and brought out the brochure which I think most of you have in your hands and many of you have read—*Making Victory Secure*. I am not going to read even that later report because I know that if you have it in your hands and you begin to read it, you will find it rather difficult to stop until you have come thru to the last page.

We felt that facing the matter as we do today, that this great Association should begin to look toward very definite concepts, not only from a national viewpoint, but as a broader view of education everywhere in the world. This Committee presents here the following resolutions:

1. Wholehearted approval of the federal government's commitments, thru the Connally Resolution and thru such executive agreements as the Atlantic Charter and the Moscow Declaration, to our nation's responsible participation in an international organization so effective as to bring war under control and to assure justice for all nations thru peaceful means.

2. Strong encouragement of the federal government's activities in participating in developing an international agency for the educational and cultural reconstruction of liberated countries as exemplified by our official representation in the Conference of Allied Ministers of Education in London.

3. An urgent plea that the federal government participate in the creation of a permanent organization for international educational and cultural relations.

4. Recognition of the imperative need for leadership which education, in all its phases, must provide if the peoples of the world are to have a realistic understanding of the problems of building an enduring peace.

5. Acceptance by the Association of its responsibility, on the basis of past experience, to cooperate in the organization and maintenance of an effective international association of teachers.

6. Acceptance by the Association of its obligation to provide leadership in the development of appropriate activities.

7. Approval of policies of boards of education whereby it is possible for individuals thru sabbatical leave and other ways to do more effective international relations teaching.

Before I take up the matter of recommendations, I want to say a few additional words. Most of us here have lived thru one world war. At that time I am sure our hearts and souls were bent on visioning a lasting peace for the nations of the world, but we were tired. Our politicians and our statesmen were tired, and we felt, for the most part, that we would perform our duties were we to teach the horrors of war and the desirability of peace.

The thought of implementing further the needs of lasting peace did not activate us to any great extent. We saw one of our own, a teacher who dreamed that magnificent concept of a court that would control world aggression, go down.

As teachers of this great nation, who will have under their guidance all the children of all the people, we must, following the end of this conflict, make our efforts more widely and more effectively felt. We have seen how the degradation of education brought on this world conflict. We must strive with might and main to see by what means the dedication of education to the children everywhere in the world shall make for lasting peace.

It was my privilege in 1931 to attend the Fourteenth International Congress of Secondary Schools in London. Even then I was compelled to take much thought about what I saw going on there. As the years have passed and I have reviewed what I experienced at that week's Congress, I began to realize that right there were the seeds, very obvious, to show what was going to grow in the world in the next decade.

The theme of that conference was sports and games as an extracurriculum activity, verging almost onto a direct activity in the educational program. I got to know a number of the delegates rather well. The commissioners from the different nations were there and particularly I got to know the German delegation. You realize the deep educational confusion that existed in that delegation which was interpreting the educational principles of the nation.

With such confusion, it was absolutely simple for a man like Adolf Hitler to superimpose upon it the totalitarian concept and the master race concept which he spread far and wide in every classroom of that nation.

In addition, I observed that the French educators were not in a sense of confusion. They had arrived. They felt that they could rationalize and rationalize the points which were advanced there on the need of teaching children the concept of mighty endeavor and fair play in their games. As we well know, the leaders of that nation, unfortunately, rationalized the people of France—we hope at least only temporarily—out of a genuine national existence among the free peoples of the world.

America was there; we were isolationists at that time. What I saw, of England at that time made me feel that she could fight the Battle of Britain.

I am coming forward now with these recommendations, which come from this Committee.

In order to provide for a new and strengthened attack upon the Association's opportunities and responsibilities in the field of international relations, the Committee recommends that:

1. The Committee on International Relations should be authorized to carry forward the implementation of such policies and resolutions of the Association as pertain to international education and cooperation. To do this the Committee should be reorganized so as to include in its membership representatives of the major area of education and to give continuity to its program by selecting its members to serve for three-year terms.

2. An agency, with expert personnel and adequate financial support, should be established in the Washington offices of the Association under the general supervision of the Committee to perform such functions as the following:

- a. To promote among the Association's officers, staff, departments, and affiliated associations participation in programs of international understanding and cooperation.
- b. To serve as a source of information and service to the individual members of the Association.
- c. To work with governmental agencies interested in building cooperative international contacts.
- d. To join with lay, commercial, and other private agencies in developing instructional materials and plans of action.

It is a very great wish of mine, and, I feel, of all the teachers here, that this great assembly of teachers of our nation shall not leave Pittsburgh without viewing with deep concern our need to do something very specific to place before the nation and even before the world our sincere effort to take our part in the expanding concept of education for world peace.

President Joynes: You have heard the report. What is your pleasure?

Miss Brown: In the recommendation that the Committee is setting up, is the Committee to have charge of the matters of international relationship so far as the NEA is concerned, or is it to be under the NEA authorship and Executive Committee?

President Joynes: It is the same as all other committees and that is the way it would have to be set up, or otherwise this would have to be referred to the Executive Committee.

Miss Brown: Then I would move, rather than the adoption, that this report be referred to the Executive Committee.

(The motion was seconded by *Kate Frank* of Oklahoma.)

President Joynes: Now it is open for discussion.

Miss Anderson: I think the suggestion is a very wise one. I was a little bit hurried or I would have added that. I feel that the Executive Committee should not be tied by any strings in making this committee, whether it is a new committee or not—I am not speaking particularly of the International Relations Committee altho I am sure that naturally it would have its part in it. However, this committee should be set up by the executive body to be, so far as they can determine, the most effective committee possible.

I saw the Commission for the Defense of Democracy Through Education set up in Boston in 1941 and I realize what an excellent piece of work that Commission has done. I see no reason why, with the Executive Committee formulating the proper agency, that this Association should not have a committee handling such matters in a way that will bring not only national but great world satisfaction.

President Joynes: It has been moved to refer this report to the Executive Committee for further consideration.

(Question called for, motion placed before the Assembly for vote, and carried. Report of Committee on International Relations declared referred to the Executive Committee for further consideration.)

President Joynes: At this time we will have a report of the National Commission on Safety Education, to be given by the chairman, *Henry H. Hill*, superintendent of schools, Pittsburgh.

(*Mr. Hill* supplemented the report on page 372 of this volume as follows:)

Mr. Hill: I think I can make this report in about five minutes.

I first call to your attention the fact that more persons have been killed by accidental death on the home front since Pearl Harbor than all the powers of Italy, Germany, and Japan have been able to kill or wound or capture. That ought to underscore the importance and timeliness of the subject at this particular time.

In the second place, I would like to remind you that in the postwar period, we are almost inevitably going to have a tremendous rise in accidental deaths unless you and I do something about it, for the simple reason that we have been lulled to a false security thru the fact that not many people are driving cars. Just imagine, on our inadequate and outmoded highways, what will happen when 10,000,000 soldiers come back, who have been exposed to all kinds of peril. You and I, with

the reaction that follows inaction, must try to see what we can do that we have not been doing the last year or so. In other words, if we do not get ready now for a more intensive period of educational enforcement in engineering, it takes no prophet to say that we may continue to slaughter more people after the war than we did in making it possible for these people at home to live.

The third point I want to make is that there is necessarily a conflict between the ideas of safety and the adventure which appeals so much to adolescent youth and to some who are not quite so adolescent—at least, chronologically!

Therefore, your job is how to make safety attractive and I would say at least a starter along this line is that persons are killed accidentally thru stupidity and ignorance, and I will put in carelessness, because I don't want to be either ignorant or stupid. Just concentrate on that a little. If we are wise or educated, it seems to me we ought to be able to eliminate some of the stupidity and some of the ignorance.

The Committee is composed of twelve persons. I think the membership has been secured with a great deal of care and consideration. It is a well-balanced committee (and I am not referring to a mentally sound committee!). The Committee represents all facets of this particular problem:

- a. Elementary education
- b. Secondary education
- c. Teacher education
- d. University education.

We had one meeting the latter part of May. All twelve members were there. We have a full-time secretary of the Safety Education Commission, *Robert W. Eaves*. All of your suggestions should be sent to him at the NEA office in Washington.

In closing, I would like your particular help on the determination of what are the limitations of education with respect to this problem. I think we should not undertake more than it is possible to do and I think we need to study that particular problem very intensively. I think we need to prepare now for this postwar period and I think we need to give some freshness, some drama, and some color to this subject of safety education.

It is a little too much like the fire department; we know it is there, we tolerate it, but we are not the least bit bothered about it at all. We will have a perennial, constant struggle to keep this a fresh, up-to-date, interesting subject in our curriculum, or merged, integrated with the rest of our curriculum. Finally, I would like to suggest that the state education associations might well concern themselves as a body, as well as individual members, with this particular topic, because I think you will agree with me that unless we do something more about safety education than we have done to date, we are not properly preparing for the after-the-war period.

Since we have had only one meeting and this is a very informal report, there is no adoption of my report necessary, as I take it, *Madam Chairman*.

President Joynes: The next report will be on Tax Education and School Finance. The chairman of the Committee is *J. R. Mahoney*, University of Utah, Salt Lake City, Utah.

(*Mr. Mahoney* supplemented the report on page 360 of this volume as follows:)

Mr. Mahoney: On page 11 of the printed summary of reports, you have a brief statement of the Committee covering the past year. I suppose it is safe to assume that you have read that.

I intend to confine my remarks to some elaboration of some phases of the report. May I say in explanation that other committees of the NEA have the responsibility for the federal aid phase of financing education. The work of our Committee is confined primarily to the state and local phases of that problem.

The activity of the Committee has been limited to those features that could be undertaken under the direction of the chairman and within the limits of the time that could be spared from regular responsibilities that were already in excess of a normal load. The discharge of this task has required long hours of overtime work and the use of vacation periods, Sundays, and holidays.

Mr. Givens and the executive officers have been very generous in providing for my assistance necessary research workers and the finances to stage a number of conferences thruout the country to begin work on certain phases of this program.

It must be understood that the logical place for this whole program is at NEA headquarters, and the method used during the year was intended to be temporary only.

The great expansion in other public functions recently on a local, state, and national basis and the need for broadening and partial reconstruction of the tax base for education I have made it necessary to reexamine the whole problem of school finance. It is clear now that in view of the demands for funds for education or federal aid, that it will be necessary for us to adopt a program which a few years ago would have been quite out of the question. However, in the future, if we are going to have the type of education that we are talking about and that America, I am sure, is coming to support, there will have to come a thoro revision of the means of financing education.

I was unwilling to commit this great Association to a program on that important problem without securing the advice and the help of those experts in our country who have given the greatest attention to this problem of tax and school finance. There is one phase of the program that I can mention—the series of discussions first by correspondence, with approximately twenty-five of the most outstanding economists in the country who had given special attention to the field of public finance.

This correspondence was supplemented by three different conferences, at which time there was free discussion of this important problem on school finance in relationship to the total public responsibility.

Out of this correspondence we have formulated a preliminary statement that we feel will be adequate to take care of the problems of the future. It has many features that are quite different from those that have been emphasized over recent times. I am confident with the continuation of this program that the Association can have at very little expense a guide that will give us a visualization of just what we should do in developing a program that will take care of the needs we know now are so inadequately provided for.

These economists have in all cases served without any compensation, save their transportation expenses to these conferences.

I am confident that a continuation of this program that will keep it constantly up to date and that will give us the very best advice that we can get is one of the most fundamental things that we need to do. It is clear that at the present time there is not a clear-cut visualization of just what should be done about financing education in this country.

There have been so many changes recently that a reconsideration of all the phases of the problem was necessary and at least we have made considerable progress in that direction.

Our problems in the postwar period are going to be greatly multiplied and it is my definite recommendation that we continue this particular method of securing this advice and help to guide us. We need to know what the most solvent plan is. That should be clearly stated. Then we need to take logical steps to carry that thing into operation.

Another phase of our program has been to work with the state; that is, to take those preliminary steps that have been necessary to develop a plan of cooperation between the NEA and the state. It is clear that nearly all our revenue comes from the state and local sources—most of it from local—and if the NEA is going to function in the field of school finance, much of it will have to be in this area.

We have held a number of conferences in these states. We have found, in general, fine cooperation. Our limited personnel, however, has made it possible for us to make only a beginning on this important problem.

We have, however, thru the research work we have done, reexamined the various phases of the school financing structure of the various states of the country and we do have some preliminary statements of things that need to be done in that field.

On this phase of the program we have also had a great deal of cooperation from these economists and other experts in the field of school finance and administration and it is there for the asking if we will only continue with that kind of a program.

I think it will be necessary, or highly desirable, for every one of the states to have a program that is so thoroly developed that we can say this is the ultimate, this is the kind of program that will give this state the type of educational system that it needs.

The unfortunate feature with most of the school finance programs now is that they have taken only inadequate care of the school situation for the past generation; they have not been modernized; they are not in harmony with recent changes and conditions; and nearly all of them are wholly inadequate to take care of our present situation.

It will be impossible to unite many people who are favorable to these improvements behind that program until that program is carefully worked out. That is one of the objectives. We have made progress, but it needs to be carried on. There needs to be a great deal of energy devoted to the formulation of the steps necessary and the securing of the support required to put these programs into action.

We have reports on this phase of it that are ready for publication when we find paper and funds to do it.

Another phase of our program has been to attempt to make the connections between the expenditures for education and the result. The census of 1940 has furnished us with the best information on that that we have ever had. Considerable attention has been given to this. We have reports that are ready for printing and circulation that I am sure will provide the basis for reexamination of this whole problem, especially in a great number of the states of the Union, some of which have been inclined to think that their school systems were just about what they should be.

I would like to mention just one other point. In addition to these phases of it, we have developed various means of major economic results of education in which businessmen and other leaders have been especially interested. This program is only partially completed and it does promise, I think, the means of securing support from that source that should greatly assist us in our work.

In conclusion, let me say this, that so many different organizations are realizing the importance of education and the need of its better financing that we will have a great deal of support from that source. It is my opinion that if the NEA does not work out a complete and comprehensive program on this deal, the likelihood is that the leadership will fall into other hands. Education is so fundamentally important, there are so many things that need to be done, that I am sure there will be the effort made and this will be done eventually. Our efforts will accelerate the consummation of that kind of a plan.

It is my recommendation that the Association adopt this program and continue with this work with the necessary modifications that experience will suggest.

I suggest the adoption of my report.

(Upon motion duly made by *Mr. Snow* of Utah, seconded and carried, this report of the chairman of the Committee on Tax Education and School Finance was declared adopted.)

President Joynes: The next report will be that of the president of the National Council on Teacher Retirement, *J. Y. Shambach*, deputy secretary, Pennsylvania State School Employees Retirement Board, Harrisburg, Pennsylvania.

(*Mr. Shambach* supplemented the report on page 373 of this volume as follows:)

Mr. Shambach: It is assumed that most of you have had an opportunity to refer to the report of the National Council on Teacher Retirement which begins on page 24 of the printed summary of reports.

The members of the executive committee are *J. Y. Shambach*, Harrisburg, Pa., chairman; *R. T. Congdon*, Albany, N. Y., vicechairman; *Jennie Roch*, New Orleans, La., secretary-treasurer; *L. D. Burrus*, Olympia, Wash.; *Harry M. Howell*, Los

Angeles, Calif.; *Carl Loining*, Duluth, Minn.; and *William H. MacGregor*, Montgomery, Ala.

You probably have heard before that the main objectives of this Council are:

- a. To safeguard and strengthen existing retirement systems
- b. To assist in any way practicable in the development of sound retirement plans in the few cities and states that lack such systems.

Your attention is directed respectfully to the accomplishments as outlined in the report. It is a temptation to dwell on these accomplishments, but for a good many years we have been hearing that in some respects we should not yield to temptation and therefore you are urged to review these carefully.

You are also urged to appreciate the work that has been done by the Research Division of the NEA in the preparation of publications for the Council. You will find some of these publications listed in the report. You are urged, when you go home, to tell other people of the available material for those who are interested in developing or in strengthening retirement systems.

We are not going to stop to point out some of the features of the new law that was enacted in February 1944 in Mississippi regarding retirement. We are not going to stop to dwell on any of the features of the laws in Arizona, in Wyoming, in Oklahoma, and in Georgia. You will find the salient features of the modifications of those laws summarized in one of the publications of the Council.

We deeply appreciate the financial assistance that has been given by the National Education Association. We have been assured that that assistance is to be continued.

Will you please inform any of your friends that there is available either oral or written assistance when you call upon the officers of this Council, or if you refer your request to the NEA.

There are just two more points that it seems important to stress at this time. Others should be stressed, but let us content ourselves with two. First of all, may we urge that you familiarize yourself with the objectives of a sound retirement system and the objectives of social security. If you have any doubt as to the real objectives, request a copy, which will be furnished as long as the supply lasts, of the address given by *Madaline K. Remmlein* at the Kansas City convention of the Council, pointing out very clearly the basic ideas in these two movements.

Next, may I call your attention to the fact that it is highly important that we acquaint ourselves with the program which urges that retired teachers be relieved to some extent, at least, from the payment of federal income taxes upon their annuities or allowances, whichever you choose to call them. We trust that you will realize that the money put into retirement systems is money really invested in the best form of education.

President Joynes: You have heard the report. What is your pleasure?

(It was moved by *Mary DeLong* of Virginia, seconded by *D. Edna Chamberlain* of Oklahoma, and carried, that the report of the president of the National Council on Teacher Retirement be adopted, and so ordered.)

President Joynes: *Mr. Kenner*, will you read the joint report of the NEA and the American Legion on page 14 of the printed summary of committee reports.

(*Mr. Kenner* supplemented the report on page 363 of this volume as follows:)

Edward E. Kenner (Illinois): I don't think you want this report read, but I will tell you the Committee has not met personally. We have met several times during the year by mail and *Mr. Huxtable* has prepared this report on the basis of communications which he has received from the other members of the Committee. As I look over the report and remember what I wrote him, unless some of the others did a much better job than I did, he has done a very fine piece of work.

I don't know that it is necessary to adopt this report, because there are no recommendations in it, but the Committee has been working with the American Legion members, your members of the Committee with the American Legion members, and trying to persuade them to some points of view which we have that they do not have. I don't know how much progress we have made, but that will be shown in the future.

I move the report be received.

(The motion was duly seconded, carried, and the report of the Joint Committee of the National Education Association and the American Legion declared received.)

President Joynes: We will now have the report of the Board of Trustees by *Joseph H. Saunders*, superintendent of schools, Newport News, Virginia, chairman of the Board. (See page 323 for the full report.)

Mr. Saunders: I am not going to read this report. I am simply going to call your attention to some of the highlights.

On page 1 you will find the statistical setup. I am not going to read those figures to you, but I do think you should study this entire report carefully. It is in three parts—the report of the trustees; the report of the auditors, certified public accountants; and the report of your treasurer.

(Highlights of the printed report followed.)

I move that the report be received and filed as part of the permanent records of the Association. If there are any questions you want to ask me, I will try to answer them.

(The motion was seconded by *J. C. Howard* of Kentucky, placed before the Assembly for vote, carried, and the report of the Board of Trustees declared received and filed as part of the permanent records of the Association.)

President Joynes: Your president again changes the program just a little. At this time we are going to have a very interesting talk by *John W. Studebaker*, United States Commissioner of Education, Washington, D. C. His topic is "Education for International Understanding."

(For *Mr. Studebaker's* address see page 86.)

The chairman has asked me if I would answer a question which was sent up, prompted by my brief reference to the National Union of Teachers. It means exactly the same in England as the National Education Association means in the United States. The fact that they use the term "Union" has no connotation at all of the kind that is sometimes suggested here in our country. It has no affiliation with any other organization—it stands on its own feet just as you do.

President Joynes: I know you all thank *Mr. Studebaker* for this fine address. Thank you very, very much!

We are now ready for the report of the treasurer, *B. F. Stanton*, of Alliance, Ohio. (See also page 342.)

Mr. Stanton: I realize as well as you do that figures are very dry. I shall take but a few minutes to make my report. It is printed along with the trustees' and the auditors' reports and so if you in your spare moments will refer back to the trustees' and auditors' reports, you will find them practically a full explanation of everything you read in the treasurer's report.

(Highlights of the printed report followed.)

I do want to express in a word my appreciation to this Assembly for the favors you have extended to me in the past. I am glad to serve you in any capacity.

Madam Chairman, I move the adoption of the report.

(The motion was seconded by *Miss Vail*, placed before the Assembly for vote, and carried. Report of the treasurer declared adopted.)

President Joynes: We will now have the report of the Auditing Committee. *Helen Lowell*, teacher, public schools, Lansing, Michigan, is the chairman.

Miss Lowell: The members of the Auditing Committee for the year 1943-44 have examined the detailed report of the audit of the treasurer's account of the National Education Association for the current year. This audit was made by *Wayne Kendrick and Company*, certified public accountants, of Washington, D. C., as of May 31, 1944.

The undersigned members of the Committee are satisfied that the records audited are accurate, complete, and in proper form.

(Signed) *Helen Lowell*, chairman
Vina M. Aherne
J. E. O'Daniel

I submit the report and move its adoption.

(The motion was duly seconded, placed before the Assembly for vote, and carried. Report of Auditing Committee declared adopted.)

President Joynes: Next is the report of the Budget Committee. *C. Marguerite Morse*, teacher, high school, Clearwater, Florida, is the chairman of the Committee.

(*Miss Morse* supplemented the report on page 346 of this volume as follows:)

Miss Morse: I am not going to be very long, because you have already listened to figures. I am going to hope that when you have the leisure you will peruse the report and get a clearer understanding than you could possibly get in the short time we shall spend on it.

(Highlights of the printed report followed.)

I would like to call your attention to page 9 of the report, under "Association Membership Fees":

The Budget Committee recommends that the Executive Committee make available not to exceed \$1,000 to the World Federation of Education Associations in the event that the emergency requires it.

You can then look thru and see how this report is broken down. The recommendations for the appropriations for 1944-45 are made from the total income of the preceding year 1943-44. This is in keeping with our established policy. I move the adoption of this report.

(Seconded by *Malcolm P. Murphy* of California.)

J. H. Wilson (Colorado): Will you please explain the item of rent on page 7?

Miss Morse: We have, as you know, and as I think was explained in the report of the trustees, this adjoining building that is on the same lot and is the property of our Association. Also we have a little space within our building which is rentable. This \$43,000 is the money which comes in from those rentals.

That may need a little explanation there as to why we rent them. It looks as if we were paying out the rent. I am going to ask *Secretary Givens* to make that explanation, which he can do much better than I.

Secretary Givens: The Board of Trustees of the NEA handles all the Permanent Funds. They bought first the four-story building of our Association, just after the first World War. Then, as *Mr. Saunders* pointed out to you, in 1929-30 they built the new seven-story building largely out of assets from life memberships.

After that was built, they then, as a matter of bookkeeping, rented it to the Association for \$43,000 a year, their assets being the building and their investments and then they turn back to the NEA \$47,000 a year as income from the building. So it is just a bookkeeping item. They keep their books, make their funds, and whatever they make goes back to the Executive Committee to operate the Association. So we pay them \$43,000 in rent and they turned back to us this year \$47,000.

Blanche Foster (Pennsylvania): Will you please tell me why the figure of \$10,000 for operating emergency fund was determined?

Miss Morse: We never know exactly when there is going to be an emergency and we have budgeted as closely as we can for what we know will be our needs and have tried to leave that for an emergency that may arise. For instance, it might happen that we need a little more money in the item there that has to do with increasing our membership. It gives us some little leeway for field work and that sort of thing.

Miss Foster: Is this the first year you have had an emergency fund?

Miss Morse: Yes. We tried very hard to have at least \$25,000, but we could not do that. This is the first year we have been able to have any. We hope next year we can double it or triple it.

Mrs. Lindlof: I have no doubt that this report is everything that it ought to be, but I am frank to say that in the few minutes I have had this in my hands, it is quite impossible for me to ask any intelligent question. I would like to know

whether it would not be possible for the members of this Association to have a copy of the report of the Budget Committee and the other financial reports in our hands before the convention, in order to study them and know what we are going to talk about as far as money is concerned.

I don't believe there are a half dozen people out of this whole group that actually see what is in this book.

Miss Morse: I can see your difficulty. We spent a good many hours; in fact, we were working until early Tuesday morning to get this ready for the printer. It has to go thru the Board of Directors before we can bring it to the Assembly.

Mrs. Lindlof: Then the Board of Directors can meet a little bit sooner. Is it not important that the members here shall know how and why their money is expended, so that they can look at the report of what has been done and see if there is anything they would like to know about it?

Miss Morse: I am sure we are glad and everybody should be glad for everyone to be interested in the way the money is spent and it is something that should have consideration.

President Joynes: I think your point is well taken. I think it is something the Executive Committee should make a real study of.

Mary E. McGough (Minnesota): I raised that same question at Washington in 1934.

President Joynes: *Mr. Givens* will answer that question.

Secretary Givens: May I say that *Mrs. Lindlof's* point is well taken, but we have some mechanical difficulties we have to meet. This Budget Committee cannot meet in Washington and do justice to the budget until after the year is closed on May 31, so they met on the 17th day of June. They were all there. They worked hard on the budget all day. They were not satisfied with all its details, so they met again here on the morning of July 3.

Then they were compelled, at least they felt it was necessary, that they have an open hearing on the budget after people got here. So it was held open for anyone to come in and present his case after the Budget Committee made its report. Then on the fourth of July they submitted it to the Board of Directors to give them a chance to raise questions. So the report could not have been printed until after that, unless it was printed and handed to the representatives of the Delegate Assembly with lines written in and some lines marked out.

I wish this could be given to the delegates the morning they arrive, but as we are set up now, I don't see how it could be done.

Mrs. Lindlof: I would like very much to know what is being proposed in the budget, because I might want to ask you to spend money for a certain project of mine that is good. Some others might have projects of their own. I think there is a very simple solution. Move up your date for your directors' meeting, have it on the first of June, the second, and third, until you complete your work, so that you can have this thing printed in time for the members to get it, so they can study it.

Secretary Givens: *Mrs. Lindlof,* our main difficulty is giving the people after they get here to the convention, the opportunity, if they want it, of coming before the Budget Committee. So we have an open meeting. Then if anyone wants to come in and say, "What is in the budget for our division, our department, our committee?" he can present their case personally, because the Budget Committee meets in Washington as a group. People from all over the United States cannot get there, so we have to hold it open until the delegates and the people interested in the budget reach the convention, so that they can present their case before it is printed as it is set up now.

Miss Brown (New Jersey): I feel, and I think the members of my delegation feel, that *Mr. Givens* has really not answered *Mrs. Lindlof's* question. The budget, even with its hearings, could be printed and mailed out to the delegates or given out to the delegates and still a hearing could be had, and maybe more of us could know something about it and come to that hearing. I knew nothing of any hearing.

I didn't see this budget until yesterday morning when I walked into the directors' meeting.

President Joynes: Any other discussion? (Question called.) May I call your attention to Item No. 11 of the "Rules of Procedure for Conduct of Business in the Representative Assembly," as shown on page 16 of your *Delegates' Manual*: "The final approval of the budget by the Representative Assembly shall be by roll call of states."

Mr. Givens will call the roll of states.

Delegate (Michigan): I move for the unanimous consent of this body to the dispensing of the roll call vote, so that we can vote it by acclamation.

(The motion was seconded, placed before the Assembly for vote, and carried. It was then moved, seconded, and carried with unanimous vote that the budget be adopted. It was so ordered. A short recess followed. The convention reconvened at four o'clock.)

President Joynes: You have had an opportunity to look over the proposed five-year program of unification, expansion, and development, so I am going to read only that portion that needs to be adopted or rejected by this Assembly:

That the first step in this evolution is to bring about thru the quota system, designed to distribute responsibility equitably among the various state associations, such an increase in membership each year as will bring Association membership at the end of five years up to a total of at least 90 percent or 800,000 of the teachers of the nation.

The NEA membership on May 31, 1944, was close to 300,000. The five-year program calls for a membership goal of 800,000. To do this we must have an increase of 100,000 each year during the next five years. It is recommended that these membership goals be as follows:

1944-45.....	400,000
1945-46.....	500,000
1946-47.....	600,000
1947-48.....	700,000
1948-49.....	800,000

The goals for the various years should be set by the NEA Executive Committee in round numbers approximating the above figures. The share for each state would become effective for that state when accepted by the executive committee or board of directors of the state association.

State and local associations should be encouraged to adopt a plan of united membership under which local, state, and national membership would become one, as now obtains in many fraternal and service organizations—details to be worked out by the executive committees of the various state associations and the NEA Executive Committee, so that approximately one-fifth of the states would adopt this plan during each of the next five years.

The next paragraph may be left out since we have voted on the budget. We have now set up an operating reserve fund of \$10,000 for next year, so please leave that out.

That, following consideration and action by the Representative Assembly, this five-year program of unification, expansion, and development be submitted to the various state associations affiliated with the NEA and that it become effective in each state when accepted by the association of that state.

You have heard the plan. What is your pleasure?

John Rushing (Washington): I move that the Delegate Assembly recommend that the Executive Committee proceed along these lines as planned.

(The motion was seconded by *Mr. Moe.*)

President Joynes: Any discussion?

Mrs. Lindlof: On behalf of the association which I represent, the Kindergarten-6B Teachers Association of New York, may I say that it will be absolutely impossible for the Kindergarten-6B Teachers Association to agree to this plan as far as that association is concerned. We are not part and will not be a part of the New York State Teachers Association. The conditions in New York State are quite different than in any other state. The state teachers association members meet by themselves; the New York City teachers have several organizations, very large organizations. These organizations, when it is necessary to have unified action with the state organization, have that unified action. In other matters, we act on our own and we are affiliated with the NEA as a separate unit of our own. We are not part of the state teachers association.

We are trying very hard in New York City to have the New York City teachers join the NEA as members. Now, I am positive I know what I am talking about, that we cannot get them to also join the state teachers association. I believe at this time there may be a half-dozen New York City teachers who are members of the New York State Association.

Now, it is not that we are against the New York State Teachers Association, but they work by themselves and we are by ourselves and we are so many people—we are 35,000 at least, sometimes up to 40,000—we ought to be 42,000 if we had the right number of teachers for the children we teach—but we actually have 35,000 teachers at the present time.

President Joynes: You need not oppose it because it is to be encouraged. The local has a right to say, and you are a local affiliated association.

Mrs. Lindlof: So the state cannot tell us we have to belong to them?

President Joynes: No.

(Question called. Motion placed before the Assembly for vote, and carried.)

President Joynes: Reorganization of NEA committees. I am going to take each one, if you notice, on your folder. I will begin with (a). We are talking about our standing committees, and just for your information, you will notice that we now have nine standing committees.

It is recommended:

- (a) That the Committee on Academic Freedom be consolidated with the Tenure Committee, the new committee to be known as the Committee on Tenure and Academic Freedom.

What is your pleasure for this proposal?

Francis Doyle (California): I move the adoption of the proposal.

(The motion was seconded and carried. Proposal (a) declared adopted.)

President Joynes: The next one:

- (b) That the Committee on Cooperatives be discontinued.

(It was moved by *Mr. Moe*, seconded and carried, that the proposal (b) be adopted and so ordered.)

President Joynes: Proposal:

- (c) That the Committee on Equal Opportunity be discontinued and its functions assumed by other committees and commissions of the Association.

(It was moved by *M. R. Dodd* of West Virginia and seconded that proposal (c) be adopted.)

Mrs. Zelma L. Huxtable (California): In that event, I would like to move an amendment to the motion, if I understand it, to be stated this way: I move that the Executive Committee be instructed to make a study of the work of the Equal Opportunity Committee to see where that work can be best performed, whether by the Educational Policies Commission or the National Commission for the Defense of Democracy Through Education.

My point is this, that in the public schools now we are not reaching many of our young people, particularly those with limited mentality. They go out with a deep

hatred for the public schools. This sort of reaction is extremely common. A child will say, "I hate public-school teachers." You follow it up and he or she will say, "Teachers are rude to us; they drive us out of the public schools by flunking us out without explaining why."

In other words, we really need a scientific study of what constitutes equal opportunities for children of varying mentality levels, of varying economic statuses, of varying racial groups. Therefore, rather than disband the Equal Opportunity Committee entirely, I don't care about that particular angle, but I would like to have the Executive Committee instructed to make a study of the thing and to assign the work to a committee.

President Joynes: If you will pardon me, that is exactly the work of the Executive Committee and it seems to me it would be much better form, since we are voting on whether it be discontinued and you are interested in the particular subject that is to be treated, to pass it on to the Executive Committee, and that is exactly what we will do.

Mrs. Huxtable: If it is disbanded, you will go on, however, with the idea of the committee?

President Joynes: That is right.

(Question called for. Motion placed before the Assembly for vote and carried. Proposal (c) declared adopted.)

President Joynes:

(d) That the name of the New Voter Preparation and Recognition Committee be changed to Citizenship Committee.

(Upon motion duly made by *H. V. Cooper* of Mississippi, seconded, and carried, proposal (d) was declared adopted.)

President Joynes:

(e) That all standing committees be reorganized, the setup of the committees standardized, and that sufficient money be appropriated to make the work of standing committees of greater value to our profession.

What is your pleasure?

(It was moved by *Delegate Greer*, seconded by *Mr. Moe* and carried, that proposal (e) be adopted. It was so ordered.)

President Joynes:

(f) That each standing committee consist of five members appointed by the president of the Association for three-year terms on a rotating basis, no member to serve more than two terms.

Perhaps an explanation is necessary there. We are thinking of the continuity of each committee; they are appointed one year, two years, and three years, and so of course, it will vary from time to time; each president would appoint somebody at all times.

What is your pleasure?

(Adoption of proposal (f) was moved by *Miss Brown* of New Jersey, seconded by *Mrs. Chamberlain* of Oklahoma.)

F. Herman Bradshaw (Arizona): I wonder if it would not be well to add the two words "in succession" at the end of that recommendation?

President Joynes: That would be very good. I will ask *Miss Brown* and *Mrs. Chamberlain* if they will accept that little change.

(The delegates in question indicated their approval of the addition. The motion was then placed before the house, carried, and proposal (f) declared adopted.)

President Joynes:

(g) That each standing committee be assisted by a nationwide advisory committee preferably made up of the chairmen of the committees in the same or similar fields in our affiliated state and local associations. This will help to unify the work of local, state, and national associations by placing responsi-

bility upon affiliated state and local associations for recommending the members of the nationwide advisory committees.

What is your pleasure?

(*Clyde U. Phillips* of Kansas moved adoption, seconded by *Miss Rawls* of Virginia.)

Mr. Clem (Ohio): This is an excellent suggestion, but how many people shall compose this national committee that is suggested?

President Joynes: The national advisory committee will be a large committee. We have about 1200 local and state associations that are affiliated. If they all have members on that committee, it will be left as a matter of fact to each local and state association. It is going to require a great deal of work. It means money, that is true, but we have an idea that if you have, for example, a chairman of tenure, the committee would write to the chairman of tenure of the local association and find out what they wanted, what they thought about it. If they didn't answer, we would write again, get suggestions from the local association. Finally we would get some unification or at least we would get some action from our affiliated associations, now that we have money enough to do it.

(Motion then placed before the Assembly for vote, and carried. Proposal (g) declared adopted.)

President Joynes: The next is:

(h) Members of all committees shall be members of the National Education Association.

(The adoption of proposal (h) was moved by *Calvin Stanley*, seconded by *Rulon T. Shepherd* of Arizona, and carried. Proposal (h) declared adopted.)

President Joynes: The next is on the joint committees:

3. Joint Committees

The National Education Association has committees working cooperatively with the following national organizations: (1) American Legion, (2) American Library Association, (3) American Medical Association, (4) American Teachers Association, and (5) National Congress of Parents and Teachers.

It is recommended that the National Education Association adopt and put into effect, if agreeable to the cooperating organizations, the following:

That all joint committees consist of ten members, five appointed by the NEA and five by the cooperating organization; each member to serve for five years on a rotating basis and not to be reappointed to succeed himself.

(The adoption of the above passage was moved by *George R. Rankin* of Wisconsin, seconded by *Miss Morse*.)

John Rushing: Just as a point of order, that "on a rotating basis," comes after "for five years" and not at the end of the sentence—is that right?

President Joynes: That is right.

(The motion was then placed before the Assembly for vote and carried. "3. Joint Committees" declared adopted.)

President Joynes:

4. Selection of Committee Chairmen

Chairmen of committees shall be elected in accordance with the NEA bylaw, Article VI, Section 2, which states:

"In all standing committees, (boards, or councils in which the entire personnel is named that year by the president) the president shall appoint the chairman. In all other cases, the committee, board, or council shall elect its own chairman."

Let me explain before we ask unanimous consent. The standing committees have always been appointed by the president and the president really knows more than a new committee that is being appointed as to the chairman they should elect. This

applies only to our standing committees and it should read this way; after deleting the words that are in parentheses:

In all standing committees the president shall appoint the chairman. In all other cases, the committee, board, or council shall elect its own chairman.

Do I have unanimous consent? What is your pleasure?

("4. Selection of Committee Chairmen" was carried by unanimous vote, upon motion duly made by *Miss Brown* of New Jersey and seconded by *S. Davis Stoney* of South Carolina.)

President Joynes: NEA Commissions and Councils.

(a) The Commission on Professional Ethics was authorized by the Representative Assembly in 1941 on recommendation of the Committee on Code of Ethics. The Commission consists of five members appointed by the president for terms of five years each, the term of one member expiring each year. It is recommended that the Commission on Professional Ethics be made a Committee on Professional Ethics and be classified as a standing committee.

What is your pleasure?

(Upon motion duly made by *Mr. Rushing*, seconded by *Mrs. Gridley* and carried, (a) under "NEA Commissions and Councils" was declared adopted.)

Mrs. Joynes: NEA Commissions and Councils.

(b) It is recommended that the seven members of the Legislative Commission previously appointed annually by the president be appointed by the Executive Committee for a three-year period on a rotating basis, the Commission selecting its own chairman.

What is your pleasure?

(It was moved by *Miss Vail*, seconded by *Mr. Stanley* and carried, to adopt (b) under "NEA Commissions and Councils," and so ordered.)

President Joynes:

(c) It is recommended that the seven elected members of the National Commission for the Defense of Democracy Through Education, originally elected by the Executive Committee for a straight three-year period, be elected by the Executive Committee for a three-year period on a rotating basis, no member to serve more than two terms.

(Motion to adopt by *George W. Norris* (Maryland), seconded by *Mrs. Ray* (Kentucky)).

Mr. Rankin: May I suggest we add to this section also, the two words, "in succession."

(The addition was approved and accepted by the mover and seconder of the motion. Motion placed before the Assembly for vote, carried, and (c) under NEA Commissions and Councils declared adopted.)

President Joynes: Departments of the National Education Association.

There are twenty-nine departments of the National Education Association.

It is recommended that the Executive Committee consider with the officials of each department ways and means whereby their department can become a 100 percent membership department in the NEA thru adopting the basic principles and procedures of our five-year program of unification and expansion.

Miss Brown: I oppose that, *Mrs. Joynes*. I ask that the ruling that was made in the Directors' meeting yesterday be brought to the attention of the Delegate Assembly.

President Joynes: Let us have a motion.

Miss Brown: I move that it be not adopted.

(Motion was seconded.)

H. E. Gayman (Pennsylvania): This matter was discussed in the meeting of the Board of Directors yesterday and it is my impression that the action of the Board of Directors was to recommend to the Representative Assembly that this authority be given to the Executive Committee.

President Joynes: No, I think *Miss Brown* is talking about this paragraph.

Miss Brown: If you remember, yesterday morning we discussed this rather clearly and I am going to ask that *Mr. Givens* at this point read the constitution on the question of the department and a 100 percent membership.

Secretary Givens: The action that was taken according to the minutes of the meeting?

Miss Brown: I ask that first you read the constitution on the 100 percent membership for departments.

Secretary Givens: Article V, Section 2:

Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department provided active members of the Association and no others shall be eligible to such department membership and provided also that all active members of the Association shall be permitted to attend the professional programs and discussion of any department.

Miss Brown: That is not it. In order to become a department of the NEA, the constitution says there must be 100 percent membership in the NEA.

Secretary Givens: That is the one I read. Each department shall have the right to do so providing active members of the Association and no others shall be eligible to such department membership, that is, they cannot be a department member. Under the bylaws, active members of the Association and no others shall be eligible to such department membership.

Miss Brown: Then we here today—all of us going back to our classrooms to teach children a respect for the Constitution—are by this proposal saying that we will work toward something that is already a part of our constitution. Under the federal Constitution it was found that prohibition couldn't be enforced so it was taken out. I discussed this yesterday in the state directors' meeting and I believe that a resolution was to be brought in, that during the experiment of the five-year plan the provision in the bylaw fixing the eligibility for membership of departments shall be temporarily suspended.

That was the understanding yesterday.

President Joynes: I have it here the way it was passed by the Board of Directors:

During the experiment of the five-year plan the provision in the bylaws fixing the eligibility of membership of departments shall be temporarily suspended.

Mr. Gayman: I thank you for presenting that action of the Board of Directors, and I apologize to the members of the Representative Assembly for being negligent in my duties, but that is the action of the Board of Directors and the Board of Directors recommends that to the Representative Assembly.

Miss Brown: Thank you, *Mr. Gayman* and *Mrs. Joynes*.

President Joynes: Do you wish to change your motion, because you moved not to adopt, and, of course, if you move not to adopt, this would not help our situation.

Miss Brown: I think, *Mrs. Joynes*, you would have to act upon the recommendation of the Board of Directors first and then in case that is adopted I will withdraw the motion that I made.

President Joynes: If you have withdrawn your motion—

Miss Brown: I have not withdrawn my motion unless that is—

Anna Irene Jenkins (California): I make that as a substitute motion, that we adopt this recommendation of the Board of Directors.

(Seconded by *Pearl Donoho* of Nebraska.)

President Joynes: I will read that once more. Let me say we would have to have unanimous consent on this motion. The substitute motion is:

During the experiment of the five-year plan the provision in the bylaws fixing the eligibility of membership of departments shall be temporarily suspended.

Mr. Rushing: I presume that I have been one of the hardest fighters that all members of all departments should be members of the NEA. That has been something that I have been fighting for for five years. Last year when I left the convention at Indianapolis to go back to Chicago, I had a long talk with *Vanett Lawler*, who is one of the secretaries of the Music Educators National Conference, which is a department of the NEA. They are a very large department; in fact, I think they are one of the two largest departments.

She said to me that they wanted all of their members to be 100 percent in the NEA and they were striving to have them all 100 percent, but that, if we said to them today that they must all be 100 percent, the Music Educators National Conference would have to withdraw as a department of the NEA. She said that they would like time to pull their membership up to 100 percent in the NEA.

I am convinced, even tho I am not in favor of allowing someone to be a member of a department without being a member of NEA, that it is the wise thing now to allow this period of experiment, along with the five-year program. I certainly hope that this convention will give unanimous consent to this.

Anna Irene Jenkins (California): I am a member of the American Association for Childhood Education and as an active Life Member of the NEA I have for over thirty years been trying to bring the NEA and the ACE together. I believe that this may be one of the things that will help us to accomplish the thing that some of us have been trying desperately to do. I hope you will give unanimous consent, because I realize this, that altho all members, say, of my ACE may not be active members of the NEA, nevertheless, those who are not, could not come into this, but the organization as a whole could be a department of the NEA. I am hoping for unanimous consent.

I have been waiting for thirty years for some kind of a chance to begin to pull the strings to get us closer together.

President Joynes: Are you ready to vote on the substitute motion? All in favor please say "aye," contrary, "no." It is not unanimous. We will return then to the original motion.

Miss Brown: I would like the pleasure of moving that it be adopted.

President Joynes: Let's see where we are. The substitute motion did away with the motion that *Miss Brown* had made and we are going back to the original motion.

Will you withdraw your original motion and state your motion?

Miss Brown: I said if the other was passed, I would withdraw my motion. I am now withdrawing my motion and I ask the pleasure of the seconder—the seconder will have to agree to that.

(The second agreed to the withdrawal of the motion.)

President Joynes: Now, *Miss Brown*, will you make the motion.

Miss Brown: I move that we adopt the recommendation as printed in the paper that is before us now on departments in the NEA.

(The motion was seconded by *Mr. Stoney*.)

President Joynes: Any discussion?

(Question called. The president placed it before the Assembly for vote.)

Voices from the floor: Let us have the recommendation!

Mrs. Joynes:

It is recommended that the Executive Committee consider with the officials of each department ways and means whereby their department can become a 100 percent membership department in the NEA thru adopting the basic principles and procedures of our five-year program of unification and expansion.

The motion is that we adopt it and it has been seconded.

Mr. Rushing: Can that be adopted in the face of the fact that there is a constitutional provision that would prevent them from doing it?

(The president conferred briefly with the parliamentarian.)

President Joynes: This requires a change in the bylaws and unanimous consent is necessary. Do I have it? Hearing no objections, I so rule. All those in favor please say "aye"; contrary, "no." It is so ordered.

Mr. Givens wants to make a recommendation that was made in the Executive Committee.

Secretary Givens: The Executive Committee has instructed me to ask the Representative Assembly if they think it wise to approve the admission of the American Association of Junior Colleges as a department of the NEA.

President Joynes: What is your pleasure?

Wallace W. Hall (California): I move the adoption.

(The motion was seconded by *Mr. Ivy* of Mississippi, carried, and declared adopted.)

President Joynes: *Mr. Gayman*, is there anything else you would like?

Mr. Gayman: No.

President Joynes: We are now ready for the report of the Resolutions Committee by *Mr. Wilson*.

Mr. Wilson: The Resolutions Committee distributed copies of the resolutions yesterday afternoon.

This report was presented to you yesterday and at the time I stated that the Committee unanimously urged that the platform be adopted as it has been for the past two, three conventions. I shall not take the time at this hour to read it. It is reasonably satisfactory. There may be a few desirable changes needed, but in the short time available in your body for debate and in the short time that the Committee has at its disposal at these abbreviated conventions, we decided not to recommend any changes. Therefore, I move that the platform be adopted as printed.

(The motion was seconded.)

E. E. Keener (Illinois): This is a very fine set of resolutions, but I think there is one very important omission and I wish to move an amendment to take care of that omission.

I move to amend the report of the Committee on Resolutions on page 3 as follows: Add a new paragraph—

Mr. Wilson (interrupting): We are not considering that now; we are considering the platform.

Mr. Keener: All right. I wish to make an amendment to the platform to make it conform to the one I propose to make later to the resolution and that is on the last page, item D under Public Relations. I move to amend by striking out the words, "international cooperation by such means as courts of arbitration," and substituting the words, "an organization of nations with power to preserve peace."

(The motion was seconded.)

Mr. Wilson: On behalf of the Committee, I am authorized to say that we are glad to accept it and we need not put it to a vote.

President Joynes: Read it as amended, so that there won't be any question.

Miss Chase: Section D, under VI. Public Relations, would then read:

D. Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of an organization of nations with power to preserve peace.

(Motion for adoption then placed before the Assembly for vote and carried. Platform declared adopted.)

Mr. Wilson: Now we will turn to the resolutions for this year. Your Committee is made up of a representative from each state. We also have a subcommittee of nine, known as the editing committee, made up of the officers and six others.

We claim no 100 percent infallibility, but we do state—so far as the editing committee is concerned—that we began working on Monday of this week. We worked all day that day; we worked on Tuesday; and we gave ample hearing on those days and on Wednesday morning to the various groups in this body and outside this body that wished to be heard.

We tried to do the best we could with all the matters presented to us. We hope you will approve of our resolutions as the expression of the majority opinion of this body. We shall take them up seriatim:

1. *The war*—The National Education Association humbly acknowledges the debt of all Americans to the men and women serving in the armed forces of our nation, and above all to those who have made the supreme sacrifice in our behalf, and hereby expresses profound gratitude to those carrying the brunt of the battle. The Association pledges to those who return from the conflict an unremitting effort to understand their problems and to offer them whatever help is in our power.

The National Education Association urges all teachers, uninfluenced by any enervating belief that the war is almost won, to continue their united participation in securing a speedy and complete victory. The Association recommends that all teachers consistently present those ideals of freedom and liberty needed to perpetuate our great republic in either war or peace.

I move the adoption of this resolution.

(The motion was seconded by *Mr. Keener*, carried, and Resolution No. 1 declared adopted.)

Mr. Wilson:

2. *Education and world peace*—The National Education Association is convinced that history demonstrates the power of education to shape young minds into nationalistic war patterns, and proves the necessity of an enlightened world as a basis for enduring peace. The Association, therefore, urges the immediate establishment of a United Nations council on educational policy, and recommends that the government of the United States, when the peace is made, use its influence in the creation of a permanent international agency for education as a means of promoting goodwill among all nations.

I move the adoption of this resolution.

(The motion was seconded by *Mrs. Matilda Bricker* of California, carried, and Resolution No. 2 declared adopted.)

Mr. Keener: I have a new section which I wish to propose coming between 1 and 2. Should it be done now or after we go thru the resolutions?

President Joynes: Wait until we go thru them. Is that satisfactory?

Mr. Keener: It is okay with me.

Mr. Wilson:

3. *Education's responsibility for youth*—The National Education Association, cognizant of the fact that there is vast undeveloped wealth in human life, especially in the youth of the land, recommends that:

a. Guidance in its broad aspects—educational, ethical, civic, social, occupational—be made available to every youth, and that every teacher accept responsibility for guidance.

b. Students in high school and college, if possible, remain until graduation.

c. Programs suited to particular needs of youth be developed to promote the welfare of those both in school and out of school.

d. Scholarships for advanced and specialized training be established for young adults with meritorious capabilities.

e. Greater emphasis be placed on the following ideals: any socially useful work is honorable; mastery in any worthy undertaking is the minimum objective; mutual respect for the rights of individuals or groups is essential.

I move the adoption.

(The motion was seconded by *Mrs. Huxtable*, carried, and Resolution No. 3 declared adopted.)

Mr. Wilson:

4. *Intercultural understanding*—The National Education Association believes that teachers and educational institutions of this country have a heavy responsibility for educating the youth to understand the achievements and problems of all groups, and an obligation to develop a determination to remove the causes of group conflicts.

I move its adoption.

(The motion was seconded by *Harry W. Eberlin* of New York, carried, and Resolution No. 4 declared adopted.)

Mr. Wilson:

5. *Conservation education*—The National Education Association, knowing that many natural resources essential to life are being depleted at an alarming rate, urges increased emphasis upon the teaching of conservation, and recommends the immediate preparation of the appropriate materials for this purpose.

I move its adoption.

(Motion seconded by *L. V. Phillips* of Indiana, carried, and Resolution No. 5 declared adopted.)

Mr. Wilson:

6. *School attendance*—The National Education Association urges the adoption and strict enforcement of adequate school attendance and child labor laws.

I move its adoption.

(Motion seconded by *Herbert R. Peterson* of Minnesota, carried, and Resolution No. 6 declared adopted.)

Mr. Wilson:

7. *Financial support of education*—The National Education Association reaffirms its faith in the principle of federal aid to education without federal control, and vigorously urges that Congress enact the Ramspeck Bill, H. R. 2849, or similar legislation, to the end that educational opportunity thruout the nation may be more nearly equalized, and money be made available to increase substandard salaries of teachers.

I move its adoption.

(The motion was seconded by *Mr. Ivy*.)

Mr. Rankin: I should like to inquire whether earlier action on this same subject today does not properly take the place of this resolution?

Mr. Ivy: I might answer that question by stating that in the opinion of your Legislative Commission, you cannot emphasize this matter too much. It might attract more attention in being left out of the resolutions than any other way. We would like to point out to you that the press invariably picks on the things that are different from what they would expect us to have. Consequently, we would regret very much if the opposition of the principle of federal aid in this country would have an ace to play as a result of our having overlooked in our resolutions a definite reendorsement of that statement.

Miss Vail: As a member of the Legislative Commission who has been interested in federal aid for a great many years, I believe that we are in a psychological position if we wish to take advantage of it. It would have to be taken up in the various delegations, but I think there is still time for us to do it. We have been told that when we go back to our various states, we are to get in touch with our representatives and senators.

It seems to me that it would have far more weight if the various delegations wish to do it, while we are here in session, to send a telegram and to say—provided your delegation wishes to say that—"Eighty representatives from California," or whatever they are, "endorse, along with the NEA, federal aid. We ask you to give your support."

The very fact that we are meeting here discussing federal aid and the very fact that we have had it advocated as strongly as we have, would add a great deal, I think, to the effect on our senators. If we wait until we go back home, I think we have lost a certain psychological reaction.

Madam President, I would like to make that as a suggestion to be acted upon in the various delegations, if they choose.

(Question called on the motion. Motion placed before the Assembly, carried, and Resolution No. 7 declared adopted.)

Mr. Ivy: Those are the sentiments of the Legislative Commission just expressed by *Miss Vail*. Go and do it!

Mr. Wilson:

8. *Salary adjustment*—The National Education Association commends those school authorities who have provided salary adjustments to meet the increased cost of living. The Association strongly urges further increases thru the establishment and maintenance of adequate salary schedules which are needed to secure and retain capable teachers.

I move the adoption.

(Seconded by *Mr. Phillips* and carried. Resolution No. 8 declared adopted.)

Mr. Wilson:

9. *Federal tax limitation*—The National Education Association opposes any amendment to the United States Constitution which provides for a limitation on federal income, inheritance, and gift taxes and recommends to state education associations their vigorous opposition to such amendment.

I move its adoption.

(The motion was seconded.)

Francis S. Chase (Virginia): As a point of information, may I inquire what is the reason for including that section in the resolutions?

I would like a little information as to the reason for that particular section.

Mr. Wilson: The reasons are as follows: In the first place, the National Commission for the Defense of Democracy Through Education is very anxious to have this put in. We have discovered that there is a proposal going the rounds of the state legislatures calling upon the Congress of the United States to call a constitutional convention to pass an amendment which would provide for an over-all limitation of 25 percent on the kinds of taxes enumerated in this resolution.

The effects of such an amendment upon education could not help but in the long run be bad.

Second: We have always opposed in our platform—since the present platform has been in effect—limitations of that sort on taxing power. We urge the adoption of this proposal.

President Joynes: Any further discussion?

Rollin E. Steen (Ohio): I am in favor of that resolution, but it seems to me that there is contradiction in the next resolution. I do not think that passing Resolution No. 9 strengthens our case in asking for Resolution No. 10.

I am in favor of both, but I am wondering how we can in one breath ask that there shall be no limit and then in the next resolution ask for the exemption of a group.

President Joynes: *Mr. Steen*, there is really no connection between these two. They happen to be in juxtaposition and that is the only connection. We know that when a railroad man is retired, under federal law, his entire income from that source is exempt from federal income tax. That is not the case when a teacher

is retired. On his retirement allowance he has to pay the amount specified for his classification. All we are asking for here is that the teachers be treated as favorably as any other group. If no group is excepted, then we teachers do not want to be excepted and that is what we have in this particular resolution.

(Motion then placed before the Assembly for vote, carried, and Resolution No. 9 declared adopted.)

Mr. Wilson:

10. *The federal income tax*—The National Education Association recommends that the federal income tax law be amended, first, to exempt from federal taxation the retirement allowances of all persons who are or may be retired under local and state retirement systems, as is done in the case of certain other retirement systems; and second, to provide that teachers paid in fewer than twelve installments be not penalized.

I move its adoption.

(Seconded by *Katy V. Anthony* of Virginia.)

Mr. Banks (Alabama): May I suggest that in line with the discussion of a minute or two ago, that something be added like this, "to provide that teachers *and others*"—

Mr. Wilson: The Committee accepts that suggestion.

(The motion was then placed before the body for vote, carried, and Resolution No. 10 declared adopted.)

Mr. Wilson:

11. *Cumulative sick leave*—In order that the highest efficiency be maintained in the classroom, the National Education Association recommends that the states provide cumulative sick leave for all teachers.

I move its adoption.

(Seconded by *Mr. Phillips*.)

Howard B. Tuggey (New York): I wonder what the states have to do with it. The state does not provide sick leave.

President Joynes: I am going to ask *Mr. Wilson* to answer that.

Mr. Wilson: The fact is that some states do and others provide for it by state law, so the conclusion was reached that we would use this wording.

President Joynes: Any further discussion?

(The motion was then placed before the Assembly for vote, carried, and Resolution No. 11 declared adopted.)

Mr. Wilson:

12. *Recruitment of teachers*—The National Education Association recognizes that effective teaching, a prerequisite to learning, demands recruitment of individuals with the best personal and scholastic abilities. Therefore, the Association recommends that high schools and institutions of higher learning exert their influence to interest outstanding youth in entering the teaching profession.

I move its adoption.

(The motion was seconded by *Kathryn H. Graves* of Washington, D. C., carried, and Resolution No. 12 declared adopted.)

Mr. Wilson:

13. *Appreciation*—The National Education Association expresses appreciation for the courteous hospitality extended by the many organizations and persons of the city of Pittsburgh and the state of Pennsylvania who have contributed to the success of its eighty-second annual convention. The Association acknowledges with gratitude the friendly interpretation of the spirit of the convention by the press and radio.

I move its adoption.

(Seconded by *Edith Vogel* of Connecticut, carried, and Resolution No. 13 declared adopted.)

President Joynes: I move we give a rising vote, everybody!

President Joynes: It has been a wonderful meeting!

Mr. Keener, you want to amend, I believe, by adding some other paragraph?

Mr. Keener: Those of you who are superstitious, will be in favor of that, because it will make fourteen items instead of thirteen!

I think this can be gone thru without long debate. I don't propose to discuss it unless it receives more opposition than I expect it will.

I move to amend the report of the Committee on Resolutions, page 3, as follows: Add a new paragraph on "Maintenance of Peace" to be paragraph 2, following paragraphs to be renumbered to agree:

2. *Maintenance of peace*—The National Education Association believes that enduring peace must be supported by a permanent organization of peace-loving nations. The Association, therefore, urges the President of the United States and the Congress to take immediate steps toward the calling of a council of all the United Nations for the purpose of working out plans to establish and maintain world peace; such council to be called at the earliest possible date.

(The motion was seconded by *Mrs. Lindlof*.)

Mr. Wilson: I would like to say that the Committee took under consideration a similar resolution, but we felt that it had been covered pretty much in two ways: first by the report of the Committee on International Relations which was adopted this morning, and second, that the Committee on Resolutions was somewhat ahead by last year passing this resolution:

The National Education Association advocates that the United States participate in an international effort to establish peace and order under law.

However, I think the Committee has no objections at all to including that in its report.

(No further discussion was offered. The motion was placed before the Assembly for vote, carried, and the resolution declared adopted.)

Mr. Wilson: On behalf of the Committee I move the adoption of the report as amended.

(The motion was seconded, carried, and report of the Resolutions Committee, as amended, declared adopted.)

President Joynes: Is there any Unfinished Business that should come up at this time? Any New Business?

Miss Adair: It is the duty of the Rules Committee to receive and serve notice of amendments to the constitution that are to be made next year.

In your book you will find an amendment to Article II, Section 1 (b), to which unanimous consent was refused this morning. There has been considerable doubt in the minds of the Rules Committee as to whether that amendment was necessary, in view of the court order; however, in case it should be decided that the amendment should be brought up next year, I now serve notice.

I have here another notice signed by *Daniel J. Stone*, president, Santa Clara County (California) Teachers Association, and *Homer E. Chany*. This amendment has to do with the remission of dues. I had better read it:

1. That all members of this Association now serving with the armed forces of the United States or as members of the American Red Cross outside the continental United States should be carried as members in good standing for the duration.

2. That such members, or such persons who may be honorably discharged from any of the services and enter the teaching profession, shall be given one year's membership in the National Education Association, providing such

persons make application for the membership within eighteen months after the close of the war.

Frankly, we were in doubt if we could do anything about this.

President Joynes: Just a minute. This privilege has been given to anyone who has requested it, so is it necessary to have an amendment? I just raise that question.

Miss Adair: It is being referred to the Executive Committee for its action. This notice is served if an amendment is needed.

The full amendment is one that I think you would like me to read:

Proposed Amendment to the Bylaws

I move that Article II, Section 1 (d), be amended to read as follows:

(Note: Words in *italics* to be added; words in brackets [] to be deleted.)

Article II, Section 1 (d): The Executive Committee shall consist of [nine] *eleven* members as follows: The president of the Association, the junior past-president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, (two members elected by the Board of Directors for the term of one year, and [two] *six* members elected by the Representative Assembly for terms of [one] *three* years. *All members so elected to take office at the close of the annual meeting in 1945 shall draw lots to determine who shall serve terms of one, two, or three years. Thereafter, all terms of office for such members shall be three years.* A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(Moved by *Harold H. Blanchard* of Indiana and seconded by *Norman C. Brillhart* of Pennsylvania.)

I serve notice that these amendments will be printed in the official publications of the NEA and will appear on your program next year for action.

Mr. Skarda: It was not possible for us to vote on the graduated scale of dues this morning as against the flat increase in our dues. Therefore, the only thing that I can do now—I will first say that I am anxious that this Assembly next year would have a chance to vote on this manner of collecting dues as against the flat increase, or flat rate—so I serve notice that I will present the amendment and I hereby present the following amendment to Article I, Section 3, to read:

The dues of the members of the NEA effective 1945-46 shall be:

Dues on salaries up to \$1200 shall be	\$ 2
Dues on salaries from \$1201 to \$2500 inclusive shall be.....	3
Dues on salaries from \$2501 to \$3500 inclusive shall be.....	4
Dues on salaries from \$3501 to \$4500 inclusive shall be.....	5
Dues on salaries from \$4501 to \$5500 inclusive shall be.....	6
Dues on salaries over \$5500 shall be.....	10

Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues shall be entitled to receive the *Journal*. Those who pay dues of \$12 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletin* and the volume of *Proceedings*. Those who pay \$125 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletin*, and the volume of *Proceedings*.

Presented by *Emil J. Skarda*, 520 Glendale Avenue, Winnetka, Illinois.

I am giving due notice that I shall call for consideration of this proposed amendment at the next annual meeting, in conformity with prescribed and regular procedure.

President Joynes: Any other New Business?

If there is no other New Business, we will adjourn until eight o'clock this evening.

(The meeting then adjourned, at 5:30 p. m.)

Note—The following letter received too late to be read to the Representative Assembly is included here for the record:

THE SECRETARY OF THE TREASURY
Washington

June 26, 1944

To Members of the National Education Association:

During the past school year American boys and girls under your guidance have saved over \$510,000,000 through War Bonds and Stamps purchased in school. At the same time, they have developed strong habits of thrift, an increased sense of civic responsibility, and knowledge of war finance.

More than this, the schools have gone into the community to explain the significance of the national war finance program. Now the Treasury recognizes that the schools are assuming a major assignment—that of sustaining community enthusiasm for continuing War Bond participation between drives.

Your leadership and untiring efforts have made the Schools-at-War Program a constructive force in the war effort. During the momentous months ahead, the example set by your students through their weekly saving and self-denial will be an inspiration to all the rest of us.

Sincerely yours,
(Signed) HENRY MORGENTHAU, JR.

FIFTH AND FINAL BUSINESS SESSION

THURSDAY EVENING, JULY 6, 1944

(*President Joynes* called the Assembly to order at 8:00 p. m.)

President Joynes: The invocation will be led by *The Reverend William Porkess*, rector, St. Stephen's Episcopal Church, Wilkinsburg, Pa.

(The invocation was given. "Pledge of Allegiance" to the flag and singing of the national anthem that followed were led by *Vincent A. Hiden*.)

Introduction of platform guests by the president followed: state secretaries, past-presidents of the NEA, presidents of departments, members of the Pittsburgh Board of Education, the superintendent of Pittsburgh schools, and leaders of the Virginia Education Association. At the request of the president, the Virginia delegation arose in a body and was greeted with generous applause.)

President Joynes: At this time *Mr. Givens*, our executive secretary of the NEA, is going to tell you something about these Two-Star Honor Roll States. Perhaps he knows something different than I know—at least, you have not heard him very much. So it is with a great deal of pleasure that I turn this over to *Mr. Givens* at this time.

Secretary Givens: You will find the Two-Star States printed in your evening program. I want to comment upon them briefly. I am going to give the states to you alphabetically as they are printed in the program.

A Two-Star State is one that made its quota in the War and Peace Fund and its quota in the membership drive for this year:

Alabama	Maryland	Tennessee
Arizona	Nevada	Utah
Delaware	New Mexico	Virginia
Georgia	North Carolina	Washington
Indiana	Ohio	West Virginia
Kansas	Oregon	District of Columbia
Maine	Pennsylvania	Hawaii

In the past we have had what we call the Honor Roll States. This year forty-four states were on the Honor Roll, so we had to raise the ante to Two-Stars this time. You will notice that there are twenty-one states that are on the Two-Star list.

The officers and members are deeply appreciative of this marvelous report.

President Joynes: Will the representatives of the Two-Star States please stand?

(The delegates arose and were greeted with applause.)

Now will those in the auditorium from the Two-Star States please stand?

(Applause greeted the members as they arose.)

You remember on Wednesday I remarked that twenty-six years ago the convention was held in this room and at that time our secretary was *J. W. Crabtree*, secretary emeritus. I am wondering if this Assembly would not like to send *Mr. Crabtree* a telegram expressing to him how much we have missed him at this particular meeting.

(Motion was so made by *Miss Samuelson*, seconded by *Secretary Givens*, and carried with a rising, unanimous vote.)

Note—The following telegram was sent to *Mr. Crabtree*:

The members of the Delegate Assembly missed you and unanimously sent greetings. Several times we were reminded of our historic nineteen eighteen convention and of your wise guidance then and thru the years. With best wishes

(Signed) EDITH B. JOYNES,
President

(At the request of the president, *Mr. Flora* came forward at this time.)

President Joynes: *Mr. Flora*, you have been a wonderful junior past-president—in fact, I think you are a real senior and I am going to change the name, because you have been a great inspiration and a great help to me during my entire year.

It was your address last year that inspired me to go forward and in every way I have tried to carry out that particular program. Tonight it is my pleasure to present to you this testimonial, and I am going to read it so every one will know exactly what I am presenting:

(The framed testimonial read as follows:)

A. CLINE FLORA
President
National Education Association
of the
United States
1942-43

This testimonial is presented in
recognition of distinguished service
to the Association

Washington, D. C., July 6, 1944
Willard E. Givens,
Executive Secretary.

(Seal—NEA)

And now, I have something else. I think this key will mean much to you. When you look at it, I hope you remember that this key unlocked many hearts in this Association with a love and devotion to you. When you wear it, I hope you will think of each one of us.

I am very happy to present this lovely key to you, *Mr. Flora*.

Mr. Flora: *Mrs. Joynes*, and members of this Delegate Assembly: I accept these tokens from this Association, and from you, in deep humility. They will have increasing significance to me as this body, the most intelligent Delegate Assembly in America, rises to higher and higher heights year by year.

President Joynes: We will now have the report of the Committee on Elections. *Earl F. Bopp*, Cleveland Heights, Ohio, is the chairman.

Miss Adair: May I present a ruling that I was asked to present?
(The Chair recognized *Miss Adair*.)

Miss Adair: The Rules Committee was asked to answer several questions in regard to our election. These were the three questions:

First, whether or not our Committee should give the number of votes cast, the number of votes required to elect, the number of votes cast for each candidate.

The rule says that the highest number of votes elects. We have had a custom of not giving the number of votes when there was a contest. We had a feeling that that was probably a nicer thing to do. The Rules Committee therefore rules that we will follow our custom and that the chairman of the elections will read the names of the persons elected. Any person may come to the executive secretary or to the chairman of the elections and make inquiry concerning the number of votes cast for each person.

Of course, it is your prerogative if you would like to have the numbers given, to move that this happen and *Mrs. Joynes*, I am sure, would put the motion, but unless you do make such a motion, your Rules Committee says that we will follow our usual custom.

President Joynes: We will now have the report of elections by the chairman, *Mr. Bopp*.

Mr. Bopp: The Committee on Elections reports the following have been elected as state directors:

<i>Sara J. Fernald</i>	Alaska (for unexpired term)
<i>Leland M. Pryor</i>	California
<i>Craig P. Minear</i>	Colorado (for unexpired term)
<i>Mary S. Resh</i>	District of Columbia
<i>M. D. Collins</i>	Georgia
<i>Susan Scully</i>	Illinois
<i>L. V. Phillips</i>	Indiana
<i>F. L. Schlagle</i>	Kansas
<i>Richard E. Jagers</i>	Kentucky
<i>Herbert R. Peterson</i>	Minnesota (for unexpired term)
<i>H. V. Cooper</i>	Mississippi
<i>Grace Riggs</i>	Missouri
<i>Dwight F. Dilts</i>	Nevada
<i>Lelia O. Brown</i>	New Jersey
<i>Marguerite S. Welch</i>	New York
<i>F. Ray Rogers</i>	North Dakota
<i>Helen Bradley</i>	Ohio
<i>H. C. Roberson</i>	Ohio
<i>H. E. Gayman</i>	Pennsylvania
<i>Jose Joacquin Rivera</i>	Puerto Rico
<i>S. David Stoney</i>	South Carolina
<i>H. G. Mosby</i>	South Dakota
<i>Avis K. Roberson</i>	Texas (for unexpired term)
<i>John T. Wahlquist</i>	Utah

For the Executive Committee, the following two persons have been elected:

<i>Leonard Bowman</i>	California
<i>Emily Tarbell</i>	New York

B. F. Stanton of Ohio has been reelected as treasurer.

The following vicepresidents have been elected:

<i>C. A. Donehoo</i>	Alabama
<i>Alvin Vandermast</i>	California
<i>Calvin Stanley</i>	Connecticut
<i>Lillian McSorley</i>	Idaho
<i>Mrs. W. C. Ray</i>	Kentucky
<i>D. D. Shelby</i>	Louisiana
<i>Richard Kennan</i>	Maine
<i>E. H. Garinger</i>	North Carolina
<i>M. E. McCurdy</i>	North Dakota
<i>Helen Gibbs</i>	Ohio
<i>Fred Witter</i>	Wisconsin

Mary D. Barnes, New Jersey, has been elected first vicepresident.

F. L. Schlagle of Kansas has been elected president of the National Education Association for the year 1944-45.

Madam President, I move that the report of the Elections Committee be adopted.

(The motion was seconded by *Mr. Phillips* of Kansas and carried. Report of Elections Committee declared adopted. *Mr. Schlagle* and *Mrs. Barnes* came forward at the request of *President Joynes*.)

President Joynes: *Mr. Schlagle*, I am very happy to welcome you as the new president of the National Education Association. I doubt if I could add anything to the fine nomination speech that was made in your behalf by *Mr. Shankland*. It was one of the finest, and everything that he said was very, very true. I have worked with you for a long time; I know that it is true. I am most happy to present you as the new president for 1944-45 to this Assembly—*Mr. Schlagle*.

President-Elect Schlagle: *Mrs. Joynes* has led us capably and well. She has set a high standard of leadership which I shall find difficult to follow.

As I realize the problems, the opportunities that await the National Education Association this coming year, I am filled with a deep sense of responsibility. While the forces of evil are being destroyed thruout the world, we in the field of education must strive to construct a more durable foundation upon which the youth of today and tomorrow may establish their ideals.

In all humility and reverence, I pray that as opportunities unfold, I shall, together with your guidance and support, be able to help increase the educational opportunities of the youth of the nation.

I appreciate the confidence that you have expressed in me today and I shall devote the entire year to attempting to deserve that trust.

President Joynes: *Mr. Schlagle*, this beautiful basket of flowers shows exactly how much Kansas City, Kansas, Teachers Association and the school people of Kansas think of you. It is a great thing to have the approval of the home folks because after all, that is what counts!

I am happy to present our first vicepresident of the Association for 1944-45. I have known this first vicepresident for quite a few years. I have watched—in fact I sort of guided her in the right way—not alone, for perhaps *Lucy Mason Holt* had something to do with it, but at least we started her out in Virginia and since that time she has been going forward. She has been president of the Department of Classroom Teachers; she has served on many committees and on one in particular that I am thinking of, she has done most outstanding work, because I have had the pleasure this year of being with her (as ex officio) on the National Commission for the Defense of Democracy Through Education. I am sure that this Association will grow and grow more with the kind of leadership that it will have in 1944-45. We must go forward.

I am glad to present to you, *Mrs. Barnes*.

Mrs. Barnes: I sincerely appreciate the high honor that you have conferred on the state of New Jersey.

President Joynes: Our first speaker this evening is a lady who is most dynamic. She is a lady who at all times has her own ideas. You know, sometimes they say ladies do not, but as a matter of fact, our speaker of tonight really has and rightly so. She is most cooperative in all educational activities. She has had a great deal of experience. If I remember correctly, she has been a member of her own state legislature. Finally, she has left the political field—she may have to be in it, possibly, superintendents do—but in a way she has and she is now state superintendent of that great state of Washington.

I have worked with *Mrs. Wanamaker* for the past year on the Educational Policies Commission. I have learned to know her. Tonight it gives me additional pleasure to introduce my friend and co-worker, *Mrs. Pearl Wanamaker*, state superintendent of public instruction, Olympia, Washington. Her subject is, "The Challenge."

(For *Mrs. Wanamaker's* address see page 91.)

President Joynes: I know you enjoyed this inspiring address of *Mrs. Wanamaker's*. There is one sentence that I hope each of us will carry home. She made this remark at the beginning, and it stayed with me, that now is the time to convince the public that the greatest investment that they can make is to pour money into education; it will pay the highest dividends.

If you will remember that as individuals, I am sure many problems will be solved.

I thank you, *Mrs. Wanamaker*.

At this time I really want to present two more presidents. Perhaps I am just a little selfish. The first president that I am going to present is *Mrs. Beulah Keeton Walker*, president of the Department of Classroom Teachers. I want you to know *Mrs. Walker*.

Mrs. Walker: The Classroom Teachers have ever been and shall continue to be ready to cooperate with you in the solution of our common problems. We are all working toward the same goal, and if our problems are to be solved effectively we must work together.

Again, *Mrs. Joynes*, I assure you of our cooperation in helping solve the problems in this ever-changing world.

President Joynes: I am sure you will, *Mrs. Walker*, because I was in Texas some thirty days and I know about the kind of leadership that you have.

And now I will be just a little selfish and call upon the new president of my own department, the Elementary School Principals—*Lester Nielson* of Utah.

Mr. Nielson: This is indeed a surprise to me! I, too, am very anxious to see that the program of the Department of Elementary School Principals carries forth during the coming year on the fine high plane that has been suggested by our able president. To that I pledge my wholehearted support.

President Joynes: Thank you! I am sorry that *Mr. Engelhardt* is not with us this evening—the president of the American Association of School Administrators—but of course, sometimes people are so busy that it is impossible to stay thru the entire meeting. However, you will all have an opportunity to meet him later on in the year.

You know, I am always afraid that I am going to forget something and I am always wondering if it is the right time to present it, but I think it is right any time to say anything about Pittsburgh, don't you? You agree with me! You know, every little detail has been carried out. I had the loveliest young lady, *Miss Adkie*, meet me on every call, on every request, and I have led her a life this week, but tonight she smiled just the same as usual, and every detail has been carried out. I know you have noticed the different flowers that I have been wearing and every time a box would come, it would be "From your Pittsburgh friends," so now you know why I have been wearing so many flowers. I will tell you a little joke—I think my own people decided they would send flowers to the hotel, because they could not keep up with Pittsburgh—the box from Pittsburgh always came in advance! So really Pittsburgh has entirely spoiled me. I don't believe I will ever be able to get along without flowers when I get home!

I will tell you what happened tonight. *Mr. Givens*, our secretary, was supposed to make a speech. When I said, along about the middle of the afternoon, "When are you going to give that speech?" he said, "Too much business—if you don't hurry, you won't get thru at all."

Well, you noticed how I hurried. He really has a very fine speech. It will be printed and you will have it in the *Proceedings*.

At this time I am going to let him say a few words, because he said that was the way I was to say it. *Mr. Givens*, have you a few words to say?

Secretary Givens: I want to express my sincere appreciation for the privilege of working with *President Joynes* during the year.

I have boiled down my speech on "These Times Call for Action," into twenty words and if you will remember those twenty words, I will be just as happy as if you listened to the speech, and maybe happier.

These times call for action. Let us hold high our ideals and gladly fight every battle needed to attain them.

Thank you!

President Joynes: I am sure you will be very anxious to read that speech when you get the opportunity. I know it is a good speech and he had it boiled down to fourteen and one-half minutes, but *Mr. Givens*, we certainly do thank you for the twenty words, because if we carry these out, I am sure that each one of us will be benefited; education likewise.

When I think of the next speaker, I can hardly think of enough fine words to say about this speaker. He is dynamic; he is a real orator; he has always been a great inspiration to me. I have known him for some time and it seems to me that this particular speech will really be the climax, which it must be, at the end of the two days streamlined meeting in Pittsburgh.

His subject is one that all of us are interested in, "Education and the People's Peace," and so I feel that you have a great treat in store this evening to have the opportunity to hear our speaker, *A. J. Stoddard*, superintendent of schools, Philadelphia, Pennsylvania. I would like to say that he is also chairman of the Educational Policies Commission.

I am very happy now to present *Mr. Stoddard*.

(For *Mr. Stoddard's* address see page 96.)

President Joynes: *Mr. Stoddard*, the audience speaks for me! We thank you for this powerful, inspirational, most stirring, yes, thought-provoking speech. You have given us a mandate, not only to take part in the making of the peace, but keeping the peace.

At this time I want to recognize *Norman C. Brillhart* of Reading, Pennsylvania.

Mr. Brillhart: Fellow Delegates: *Mr. Stoddard* stated this evening that we ought to have a representative at the peace table. This session is drawing to a close; in a few minutes the convention will be over, officially. I think that it would be a fine thing for us to consider seriously the selection of such a delegate to represent us. Of course, I do not think we have authority to make more than a suggestion; I do not believe we are in official session right now.

President Joynes: Yes, we are.

Mr. Brillhart: Then I make this suggestion to you, that since *Mr. Stoddard* has, I think, thrilled many of you, has given long hours of study because of the Committee he heads, I would like to propose to you that the name of *Mr. Stoddard* be considered by you as our representative, if the powers that be will grant us the privilege of having such a representative on the peace commission, or whatever it is that will decide the issues at the close of this war.

I wish to present the name of *Mr. Stoddard* as the representative of the NEA.

(*Mr. Sutton* seconded the nomination.)

Jessie Gray (Pennsylvania): As a woman, may I second that nomination. I know that *Mr. Stoddard* could inspire any group to realize his interests and his aims.

(*President Joynes* placed the nomination before the Assembly as a motion. It was adopted with unanimous vote.)

President Joynes: That is fine! *Mr. Stoddard*, you have thrilled us—that is not a large enough word, but it means a great deal. No one could represent us better!

Thomas Clear (Connecticut): The delegation from Connecticut has been deeply shocked by the headlines in this evening's newspaper telling us of the tragedy that has occurred in our capital city of Hartford. This afternoon the big top tent of Ringling Brothers and Barnum & Bailey burned to the ground, carrying to their death from 115 to 200 people, mostly women and small children. I wonder, *Madam President*, if it would be appropriate, before benediction, for the delegates of this Assembly to rise and bow their heads in silent prayer for those women and lovely little children who lost their lives this afternoon, and also for the safety of the families, relatives, and friends of the delegates from the state of Connecticut who might have been there this afternoon at that performance?

President Joynes: Will you please rise.

(The delegates arose and stood in silent prayer.)

(Announcements relative to meetings on Friday and Saturday followed.)

President Joynes: May I say just once more that I want to thank Pittsburgh and *Mr. Hill* and all the members for what they have done.

(The Assembly arose in a vote of thanks, applauding.)

President Joynes: And now, if you will remain standing, I will declare the meeting of the twenty-fourth Assembly closed after the benediction by *Reverend Porkess*.

(The benediction was offered. The meeting then adjourned at 10:30 p. m.)

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

PITTSBURGH, PENNSYLVANIA

TUESDAY, JULY 4, 1944

The meeting of the Board of Directors of the National Education Association convened at 9:30 a. m. in the Hotel William Penn. The meeting was called to order by *President Edith B. Joynes*. *Secretary Givens* called the roll which showed the following present: directors ex officio—*Mrs. Edith B. Joynes*, president; *Harold Smith*, first vicepresident; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman of the Board of Trustees. Life directors—Teachers Institute of Philadelphia represented by *Jessie Gray*. State directors—Alabama—*H. G. Greer*; Arizona—*Alice L. Vail*; Arkansas—*W. F. Hall*; California—*Mrs. Louise Beyer Gridley*; Colorado—*Craig P. Minear*; Connecticut—*Albert C. Merriam*; Delaware—*H. V. Holloway*; District of Columbia—*Mrs. Mary S. Resh*; Florida—*C. Marguerite Morse*; Georgia—*M. D. Collins*; Idaho—*W. W. Christensen*; Illinois—*John W. Thalman*; Indiana—*L. V. Phillips*; Iowa—*Gerald W. Kirn*; Kansas—*F. L. Schlagle*; Kentucky—*R. E. Jagers*; Louisiana—*L. P. Terrebonne*; Maine—*Linwood J. Kelley*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Everett J. McIntosh*; Michigan—*Ernest Giddings*; Mississippi—*H. V. Cooper*; Missouri—*Everett Keith*; Nebraska—*Pearl Donoho*; New Hampshire—*Daniel W. MacLean*; New Jersey—*Lelia O. Brown*; New York—*Mrs. Marguerite S. Welch*; North Carolina—*Ethel Perkins*; North Dakota—*F. Ray Rogers*; Ohio—*Helen C. Bradley*; Oklahoma—*Mrs. D. Edna Chamberlain*; Pennsylvania—*Harvey E. Gayman*; Rhode Island—*Bernard F. Norton* substituting for *James F. Rockett*; South Carolina—*S. David Stoney*; South Dakota—*S. B. Nissen* substituting for *H. G. Mosby*; Tennessee—*Wilson New*; Texas—*Avis K. Roberson*; Utah—*John T. Wahlquist*; Vermont—*Joseph A. Wiggin*; Virginia—*Mrs. Eleanor P. Rowlett*; Washington—*John R. Rushing*; West Virginia—*W. W. Trent*; Wisconsin—*George R. Rankin*; Wyoming—*Clyde W. Kurtz*.

ACTION ON SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved the recognition of the following and the substitution of those named for the meetings of the Board: *Bernard F. Norton* for *James F. Rockett*, Rhode Island; *S. B. Nissen* for *H. G. Mosby*, South Dakota. Seconded and carried.

REPORT OF THE BUDGET COMMITTEE—*C. Marguerite Morse* (Florida), chairman, made the report and made a motion that the Board of Directors recommend to the Representative Assembly the adoption of the report. Seconded and carried.

REPORT OF THE BOARD OF TRUSTEES—*Joseph H. Saunders* (Virginia), chairman, made the report and moved that it be transmitted to the Representative Assembly as printed. Seconded by *M. D. Collins* (Georgia) and carried.

A PROPOSED FIVE-YEAR PROGRAM OF UNIFICATION, EXPANSION, AND DEVELOPMENT—*President Joynes* read the text of the proposal, which appears on page 34 of this volume. The part having to do with an increase of 100,000 NEA members, beginning in 1944-45, until a membership goal of 800,000 is attained, was discussed at length. The hope was expressed that each state would work out a plan of a single membership fee, covering dues in local, state, and national associations, as rapidly as possible. Oregon and Arizona will try a modified plan of this during 1944-45. There was general feeling among the directors that the time is ripe for this action. A motion was made by *John Rushing* (Washington), seconded by *Lelia Brown* (New Jersey) and carried, that the Board of Directors approve this part of the five-year program dealing with membership.

REORGANIZATION OF NEA COMMITTEES—The next discussion was on the recommendation to reorganize the Association's committees. The following actions were taken approving the recommendations in the report for transmittal to the Representative Assembly. Motion by *Lelia Brown* (New Jersey), seconded by *John Rushing* (Washington), and carried, that the Committee on Academic Freedom be consolidated with the Tenure Committee, the new committee to be known as the Committee on Tenure and Academic Freedom. Motion by *W. W. Christensen* (Idaho), seconded by *H. G. Greer* (Alabama), and carried, that the Committee on Cooperatives be discontinued. A negative vote of *John R. Rushing* (Washington) was recorded. Motion by *Mrs. D. Edna Chamberlain* (Oklahoma), seconded by *W. W. Trent* (West Virginia), and carried, that the Committee on Equal Opportunity be discontinued and its functions assumed by other committees and commissions of the Association. Motion by *Avis K. Roberson* (Texas), seconded by *John Rushing* (Washington), and carried, that the name of the New Voter Preparation and Recognition Committee be changed to Citizenship Committee. Motion by *John T. Wahlquist* (Utah), seconded by *C. Marguerite Morse* (Florida), and carried, that the word "real" be changed to "greater" in Section (e) so that it would read "That all standing committees be reorganized, the setup of the committees standardized, and that sufficient money be appropriated to make the work of standing committees of greater value to our profession." Motion by *George R. Rankin* (Wisconsin), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma), that each standing committee consist of five (5) members appointed by the president of the Association for three-year terms on a rotating basis, no member to serve more than two terms in succession. A substitute statement was offered by *Harvey E. Gayman* (Pennsylvania) for section (g) as follows: "That each standing committee be assisted by a nationwide advisory committee selected from affiliated state and local associations." Seconded by *Helen Bradley* (Ohio). After considerable discussion *President Joynes* appointed a committee, consisting of *Harvey Gayman*, chairman; *Helen Bradley*, and *John Rushing*, to rewrite section (g) during the lunch period. At the suggestion of *John Rushing* (Washington), a new section, (h), was added, as follows: "The members of all committees shall be members of the NEA." On motion of *John Rushing* (Washington), seconded by *M. D. Collins* (Georgia), this new section was adopted. In discussing joint committees a motion was made by *Harold Smith* (Arizona), seconded, and carried, that the following be added to the last paragraph: "on a rotating basis and not to be reappointed to succeed himself." The paragraph as amended reads: "That all joint committees consist of ten (10) members, five (5) appointed by the NEA and five (5) by the cooperating organization; each member to serve for five (5) years on a rotating basis, and not to be reappointed to succeed himself." The recommendation to amend Article VI, Section 2, of the NEA bylaws by striking out the words in brackets and adding the words in *italics* was adopted unanimously for presentation to the Representative Assembly on motion of *John Thalman* (Illinois), seconded by *Mrs. Marguerite Welch* (New York): "In all *standing* committees [boards or councils in which the entire personnel is named that year by the president] the president shall appoint the chairmen. In all other cases the committee, board, or council shall elect its own chairman."

NEA COMMISSIONS AND COUNCILS—The recommendation that the Commission on Professional Ethics be classified as a standing committee was approved for presentation to the Representative Assembly on motion of *C. Marguerite Morse* (Florida), seconded by *Lelia Brown* (New Jersey). The recommendation that the seven (7) members of the Legislative Commission, previously appointed by the president, be appointed by the Executive Committee for a three-year period on a rotating basis was approved for presentation to the Representative Assembly on motion of *Mrs. Marguerite Welch* (New York), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma). The recommendation that the seven (7) elected members of the National Commission for the Defense of Democracy Through Education, originally elected by the Executive Committee for a straight three-year period, be elected by the Executive Committee for a three-year period on a rotating basis,

no member to serve more than two terms, was approved for presentation to the Representative Assembly on motion by *Mrs. Mary Resh* (District of Columbia), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma).

DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION—Motion was made by *Mrs. Mary Resh* (District of Columbia), seconded by *Ernest Giddings* (Michigan) and carried (negative vote of *Lelia Brown* recorded), that the Executive Committee consider with the officials of each department ways and means whereby their department can become a 100 percent membership department in the NEA thru adopting the basic principles and procedures of our five-year program of unification and expansion.

The meeting adjourned at 12:30 and reconvened at 2:25 p. m.

Secretary Givens called the roll to which all responded who were present at the morning session except *Albert Merriam* (Connecticut) for whom *Agnes Wallace* substituted. *W. W. Christensen* (Idaho), *M. P. Moe* (Montana), *R. J. Mullins* (New Mexico) were present at the afternoon session.

MOTION ON SUBSTITUTES—Motion was made by *H. V. Cooper* (Mississippi), seconded by *Alice Vail* (Arizona), and carried, that all substitutes be seated.

SUMMARY OF COMMITTEE REPORTS—Printed copies of the *Summary* had been distributed to members of the Board and *Secretary Givens* discussed the reports briefly, pointing out the high spots and calling attention to some of the recommendations.

EXPENSE BLANKS—*H. A. Allan*, business manager, asked that the expense blanks be read carefully. The motion was made by *Lelia Brown* (New Jersey), seconded by *W. F. Hall* (Arkansas), and carried, that in the future these blanks be sent to directors prior to the meeting. A motion that the per diem allowance be raised from \$7.50 to not more than \$9 was made by *Joseph Wiggin* (Vermont), seconded by *John Rushing* (Washington), and carried.

REPORT OF SPECIAL COMMITTEE—*H. E. Gayman* (Pennsylvania), chairman of the committee to rewrite the part of the reorganization of NEA committees pertaining to appointment of advisory committees, recommended change in only one word: that "recommending" be used instead of "selecting." On a motion by *Mr. Gayman*, seconded by *Alice Vail* (Arizona), and carried, the amendment was adopted. On motion of *H. V. Cooper* (Mississippi), seconded by *M. D. Collins* (Georgia), and carried, section (g) was adopted as amended, and reads: "That each standing committee be assisted by a nationwide advisory committee, preferably made up of the chairmen of the committees in the same or similar fields in our affiliated state and local associations. This will help to unify the work of local, state, and national associations by placing responsibility upon affiliated state and local associations for recommending the members of the nationwide advisory committees." On recommendation of *Cornelia Adair* (Virginia), chairman of the Committee on Bylaws and Rules, that the bylaw requiring that members of departments be NEA members be suspended during the experimentation of the five-year program, a motion was made by *W. W. Trent* (West Virginia), seconded by *George R. Rankin* (Wisconsin), and carried, that the recommendation be approved and referred to the Representative Assembly.

RECOMMENDATION FOR INCREASE IN DUES—There was discussion on the proposed amendment to Article I, Section 3, which would increase the dues from \$2 to \$3 beginning in 1945-46. A motion was made by *John T. Wahlquist* (Utah), seconded by *Lelia Brown* (New Jersey), and carried, that the amendment as printed be presented to the Representative Assembly. It was the consensus that no specific recommendation should be made regarding it since the Representative Assembly of 1943 requested the NEA Executive Committee to prepare an amendment to increase dues to bring to the Representative Assembly of 1944.

H. E. GAYMAN (PENNSYLVANIA) NAMED TO CONVEY RECOMMENDATIONS OF BOARD OF DIRECTORS TO THE REPRESENTATIVE ASSEMBLY—On motion of *John Rushing* (Washington), seconded by *Lelia Brown* (New Jersey), and carried, it was agreed that the Board of Directors name a representative to present recommendations to the Representative Assembly as they are requested. On nomination by *Linwood*

Kelley (Maine) that *H. E. Gayman* be named as the representative, *L. V. Phillips* (Indiana) moved that nominations be closed and *Mr. Gayman* be the representative of the directors before the Representative Assembly. Seconded by *Lelia Brown* (New Jersey) and carried.

PROPOSED AMENDMENTS TO BYLAWS—The proposed amendment to Article II, Section 1(b), which would allow the election of an NEA director in any city with a population of 5,000,000 or more and maintaining an NEA membership of 5000 or more, was discussed. A motion by *R. E. Jagers* (Kentucky) that the Board of Directors go on record as opposing this amendment was seconded by *M. P. Moe* (Montana) and carried. In connection with the proposed amendment to Article I, Section 1(b), to include the former presidents of the Association elected prior to July 1, 1937, as members of the Board of Directors, *Secretary Givens* read the report on the decision of the District Court of the United States for the District of Columbia. *Helen Bradley* (Ohio) made a motion, seconded by *C. Marguerite Morse* (Florida) and carried, that the Board of Directors advise the Representative Assembly that careful consideration had led to a unanimous recommendation that the proposed amendment be adopted.

MERGER OF THE AMERICAN COUNCIL OF SCIENCE TEACHERS, A DEPARTMENT OF THE NEA, AND THE AMERICAN SCIENCE TEACHERS ASSOCIATION—*Secretary Givens* read a statement about the merger of these groups into the National Science Teachers Association, a department of the NEA. The new organization is affiliated with the American Association for the Advancement of Science.

PROPOSAL FOR WORLD TRAVEL SERVICE—*Secretary Givens* discussed a plan for a world travel service under the auspices of the NEA to encourage teacher travel and to make it financially possible for a greater number of teachers to travel. The plan could be developed in a limited way, even before cessation of present hostilities. After that, plans could include the European and Latin-American countries. The plan as outlined met with unanimous approval.

SERVICE TO TEACHERS IN THE SUBJUGATED COUNTRIES—*Secretary Givens* discussed the action taken by the Executive Committee to send one or more individuals to the subjugated countries after the war to get the actual facts on how to render the best service to the teachers of those countries. A motion was made by *Agnes Wallace* (Connecticut), seconded, and carried, that the Board of Directors go on record as favoring such a plan.

The motion to adjourn was seconded and carried.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

PITTSBURGH, PENNSYLVANIA

FRIDAY, JULY 7, 1944

The newly elected Board of Directors held a dinner meeting in the William Penn Hotel at 6:30 p. m. The meeting was called to order by *Secretary Givens* who introduced the first vicepresident, *Mrs. Mary D. Barnes* (New Jersey), in the absence of the newly elected president, *F. L. Schlagle* (Kansas), who was giving a radio broadcast but who came later.

ACTION ON SUBSTITUTES—*Ernest Giddings* (Michigan) moved the resignation of the following and the substitution of those named for this meeting. Seconded and carried. *W. P. King* for *R. E. Jagers* (Kentucky), *Thomas W. Pyle* for *Eugene W. Pruitt* (Maryland), *Bernard F. Norton* for *James W. Rockett* (Rhode Island), *S. B. Nissen* for *H. G. Mosby* (South Dakota). The following newly elected directors were present: *Sara J. Fernald* (Alaska), *Leland M. Pryor* (California), *Craig P. Minear* (Colorado), *Mrs. Mary S. Resh* (District of Columbia), *M. D. Collins* (Georgia), *Susan Scully* (Illinois), *L. V. Phillips* (Indiana), *F. L. Schlagle* (Kansas), *R. E. Jagers* (Kentucky), *Herbert R. Peterson* (Minnesota), *H. V. Cooper* (Mississippi), *Grace Riggs* (Missouri), *Dwight F. Dilts* (Nevada), *Lelia*

O. Brown (New Jersey), *Mrs. Marguerite S. Welch* (New York), *F. Ray Rogers* (North Dakota), *Helen Bradley* (Ohio), *H. C. Roberson* (Ohio), *H. E. Gayman* (Pennsylvania), *Jose Joaquin Rivera* (Puerto Rico), *S. David Stoney* (South Carolina), *H. G. Mosby* (South Dakota), *Avis K. Roberson* (Texas), *John T. Wahlquist* (Utah). The following past-presidents prior to 1937 were present (in conformity with the decision of the District Court of the United States for the District of Columbia in the case of past-presidents): *Cornelia S. Adair* (Virginia), *Florence Hale* (Connecticut), *Frederick M. Hunter* (Oregon), *Willis A. Sutton* (Georgia).

PRESENTATION OF INVITATIONS FOR THE 1945 MEETING—Invitations for the 1945 meeting were extended as follows: *Frederick Schultz*, principal, School Number 19 of Buffalo, spoke for Buffalo. *Mrs. Marguerite S. Welch*, NEA state director for New York, spoke also for Buffalo. *Ernest Giddings*, NEA state director for Michigan, presented *William Baird*, president of the Detroit Teachers Association, who spoke for Detroit. *Esther Taylor*, president of the Grand Rapids Teachers Club, joined in the invitation of *Mr. Baird*. *M. P. Moe* asked that Yellowstone Park be kept in mind for the first regular convention at the close of the war.

APPOINTMENT OF TELLERS—*President Schlagle* appointed the following to serve as tellers during the meeting: *John T. Wahlquist* (Utah), chairman; *Leland M. Pryor* (California), and *Susan Scully* (Illinois).

REPORT ON BALLOTING FOR MEETING PLACE FOR 1945—The chairman of tellers, *John T. Wahlquist*, reported thirty-six votes for Buffalo, twenty-four for Detroit. Final selection rests with the Executive Committee which must make certain that a satisfactory contract can be obtained from the convention city.

NOMINATION FOR ELECTION OF MEMBER OF BOARD OF TRUSTEES—*Mrs. Eleanor Rowlett* (Virginia) nominated *Joseph H. Saunders* (Virginia). The nomination received many seconds. *John Rushing* (Washington) made a motion that the vote be by acclamation. Seconded by *C. Marguerite Morse* (Florida). Carried unanimously. *Mr. Saunders* was declared elected to the Board of Trustees for a four-year term.

ANNOUNCEMENT OF THE ELECTION OF JOSEPH H. SAUNDERS—*Joseph H. Saunders* then joined the Board and *President Schlagle* announced that he was the unanimous choice of the directors for continued membership on the Board of Trustees. Deep appreciation for his loyalty and devotion to the work of the Association and particularly to the financial side which is in the hands of the trustees was expressed.

RESIGNATION OF F. L. SCHLAGLE FROM BUDGET COMMITTEE—The first vicepresident, *Mrs. Mary D. Barnes*, took the chair. *President Schlagle* submitted his resignation as a member of the Budget Committee. On motion of *Mrs. Marguerite S. Welch* (New York), seconded by *Lelia O. Brown* (New Jersey), and carried, the resignation was accepted.

NOMINATION FOR THREE MEMBERS OF THE BUDGET COMMITTEE—With *President Schlagle* in the chair the following nominations were made: For the unexpired term of one year to fill the vacancy created by the resignation of *President Schlagle*, *Daniel W. MacLean* (New Hampshire) nominated *Everett McIntosh* (Massachusetts). Seconded by *Albert Merriam* (Connecticut). On motion of *W. F. Hall* (Arkansas), seconded by *W. W. Trent* (West Virginia) and carried, nominations were closed and *Mr. McIntosh* declared elected to the Budget Committee until July 1945. *Lelia O. Brown* (New Jersey) nominated *Mrs. Louise Beyer Gridley* (California). Seconded by *S. David Stoney* (South Carolina). *Mrs. Mary S. Resh* (District of Columbia) nominated *Mrs. D. Edna Chamberlain* (Oklahoma). Seconded by *Grace Riggs* (Missouri). *H. G. Greer* (Alabama) nominated *John Rushing* (Washington). Seconded by *Marie Lessing* (Oregon), *Ethel Perkins* (North Carolina), and *M. D. Collins* (Georgia). A motion made by *Pearl Donoho* (Nebraska) that nominations be closed was seconded by *H. V. Cooper* (Mississippi), and carried.

REPORT ON BALLOTING FOR MEMBERS OF BUDGET COMMITTEE—*Chairman Wahlquist* reported the following elected to the Budget Committee for terms of three years each: *John Rushing* (Washington), *Mrs. D. Edna Chamberlain* (Oklahoma).

NOMINATION FOR MEMBERS OF THE EXECUTIVE COMMITTEE—*C. Marguerite Morse* (Florida) nominated *L. V. Phillips* (Indiana). Seconded by *Helen Bradley* (Ohio).

W. W. Christensen (Idaho) nominated *Glenn E. Snow* (Utah). *Mrs. Marguerite S. Welch* (New York) moved that nominations be closed. Seconded and carried. *Lelia O. Brown* (New Jersey) moved that nominations be closed and *Mr. Phillips* and *Mr. Snow* be elected by acclamation. Seconded and carried.

APPROPRIATION OF FUNDS FOR 1944-45—*Joseph H. Saunders* (Virginia) moved that the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded by *John Rushing* (Washington). Carried.

REINSTATEMENT OF ELECTED DIRECTORS—*H. V. Cooper* (Mississippi) made a motion, seconded by *B. F. Stanton* (Ohio) and carried, that the resignation of members of the Board of Directors who have been substitutes for this meeting be accepted and the regularly elected directors be reinstated.

APPRECIATION TO MRS. JOYNES—A motion was made by *W. W. Trent* (West Virginia), seconded by many directors and carried, that the Board express by a rising vote its deep appreciation to the junior past-president, *Mrs. Joynes*, for her outstanding work during her term of office as president.

APPRECIATION TO MICHIGAN DELEGATES—On motion of *Mrs. Marguerite S. Welch* (New York), seconded and carried, appreciation on behalf of the ladies was expressed to the Michigan delegation for the beautiful corsages.

President Schlagle declared the meeting adjourned at 8:45 p. m.

WILLARD E. GIVENS, *Executive Secretary*
F. L. SCHLAGLE, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

NEW YORK, NEW YORK

MONDAY, AUGUST 23, 1943

The Executive Committee convened at 8:30 a. m. in the Pennsylvania Hotel, New York. The following members were present: *Mrs. Edith B. Joynes*, president; *Leonard L. Bowman*; *Edgar G. Doudna*, vicechairman of the Board of Trustees; *A. C. Flora*, *Harold W. Smith*, *Glenn E. Snow*, *B. F. Stanton*, *Emily A. Tarbell*, *John W. Thalman*. *Joseph H. Saunders* was absent on account of illness. *Secretary Givens* and *Harriett M. Chase*, chief assistant to the secretary, were present also.

MINUTES OF THE INDIANAPOLIS MEETINGS—Certain changes and corrections in the minutes of the Indianapolis meetings were suggested. *Mr. Snow* made a motion that the minutes be approved as amended. Seconded and carried.

POSSIBLE STATE QUOTAS FOR MEMBERSHIP—*Joy Elmer Morgan*, director of the Division of Publications, described a suggested plan for allocating membership quotas to the states in an effort to reach a 50 percent increase in harmony with the policy adopted at the Indianapolis meeting. A national quota of 330,000 would be the minimum in this plan. While this figure would provide no safety factor, it would be less formidable than a higher one. In this plan, it would be necessary to call to the attention of state officers the need for adding a safety factor in making a state distribution of quotas. On the recommendation of *Mr. Morgan*, *Mr. Snow* made a motion, seconded by *Mr. Smith* and unanimously carried, that in keeping with the action taken by the Representative Assembly at its Indianapolis meeting and in view of the urgent need for mobilizing our profession to meet the present crisis, the NEA Executive Committee adopt and recommend the following plan of NEA membership for 1943-44 to become effective in each state when approved by the executive committee of the state education association of that state:

1. That the NEA membership goal for 1943-44 be set at 330,000, or a gain of 50 percent over 1942-43.

2. That each state be requested to accept and enlist its share of this goal.

3. That in determining the quota of each state, three factors be given equal consideration:

- a. The amount of money spent for education in each state in relation to the amount spent in the United States

- b. The number of teachers in each state in relation to the number in the United States

- c. The number of NEA members in each state as of May 31, 1943, in relation to 330,000—the membership goal for 1943-44.

provided that the president, executive secretary, and membership director of the NEA may adjust state quotas up or down within a range of 20 percent; and provided further that no state quota shall be fixed below the requirements necessary to put that state on the Victory Honor Roll.

It was agreed that a letter be sent to the following groups relative to this action: state NEA directors; presidents and secretaries of state education associations; state superintendents; NEA vicepresidents; presidents of statewide groups of classroom teachers; elementary and secondary principals and superintendents.

On the recommendation of *Mr. Morgan*, a motion was made by *Mr. Stanton*, seconded by *Mr. Snow* and carried, that in calculating state quotas a safety factor of 70,000 be used.

METHOD OF HANDLING LISTS OF 100 PERCENT SCHOOLS—One hundred percent schools have been a vital part of the fabric of the National Education Association since 1918 and have grown increasingly important. Plans to give publicity to schools having achieved the 100 percent goal and to issue them certificates were first mentioned in the *NEA Bulletin* for September 1919. The first list of twenty-four 100 percent schools was published in November 1919 and occupied four column inches. During 1942-43 the list included more than 9000 schools and occupied more than 675 column inches. As the list has grown longer, it has given rise to three problems: first, considerable time must necessarily lapse after the list is prepared before it appears in the *Journal*; second, the list is never together in any one place; and third, the length of the list demands more space than is feasible, considering the number of pages in the *Journal* under wartime limitations of paper. The fact also that the list is likely to be much longer during 1943-44 must be considered.

To meet these problems, the following procedure is suggested:

1. That the 1942-43 lists and lists for subsequent years be printed in the annual volume of *Addresses and Proceedings*.
2. That the list be reprinted from the volume, self-covered, and sent to 100 percent schools with a letter of appreciation.
3. That certain important items regarding 100 percent schools which would promote membership be carried in the Leaders Letter.
4. That lists be sent monthly to state journals for publication.

Mr. Flora suggested that the entire list for the year be given to the delegates at our annual meeting. On motion of *Miss Tarbell*, seconded by *Mr. Flora* and carried, this plan as outlined by *Secretary Givens*, including the suggestion made by *Mr. Flora*, was adopted. *Mr. Bowman's* suggestion that a story be sent to local papers was considered a fine addition to the plan.

NEA LEADERS LETTER—In keeping with the action taken by the Executive Committee at the Indianapolis meeting, the first newsletter of the Association, called NEA Leaders Letter, was mailed July 30. NEA Leaders Letter No. 2 is now in the mails. The cost of sending 2000 copies of Letter No. 1 was \$77.88. Composition on the letterhead is an initial cost only. The postage item for additional mailings will be lessened by the use of the meter machine so that the approximate cost for 4000 copies will be \$100. This number would care for the following mailing list:

1. NEA officers, including state directors
2. State superintendents
3. Presidents and secretaries of state education associations
4. Presidents of state departments of classroom teachers, presidents of state organizations of elementary principals, secondary principals, and superintendents
5. Chairmen of departments of supervision
6. Council of the AASA
7. Presidents of local affiliated associations
8. Deans of schools of education
9. Presidents of state teachers colleges and normal schools
10. Delegates to the Indianapolis Representative Assembly
11. Selected leaders from the NEA War and Peace Fund
12. Presidents and secretaries of departments
13. Members of NEA core committees
14. FTA sponsors.

Since no appropriation was included in the budget for this letter, there is the problem of financing it and providing a staff to prepare it. It was agreed that the Leaders Letter should be issued as frequently as there is important news which would be informative and helpful; that it should be an action bulletin telling what the Association and its departments, committees, commissions, and councils are doing, together with any other important information; that it carry no *Journal*

articles but call attention to certain ones of special significance; that the paragraphs be short, pithy, and pungent.

On motion of *Mr. Bowman*, seconded by *Miss Tarbell* and carried, it was agreed that the cost of publishing the Leaders Letter for the present be charged to Membership Promotion and that it be issued at the discretion of the executive secretary.

PROPOSED CONFERENCE OF THE COMMUNICATION ARTS—*Secretary Givens* outlined the background of the proposal as follows:

It has been the purpose of the High-School Victory Corps to outline what high schools can do to better prepare girls and boys who will be called into some form of war activity upon graduation. The National Advisory Committee of the High-School Victory Corps was created by the United States Commissioner of Education, *John W. Studebaker*, for the purpose of helping decide what should be done in high schools to help in the war effort. This planning did not include such groups as music and art. In an effort to stress the importance of the work of the groups in this field, representatives of such groups have met and now are proposing conferences of communication arts.

William D. Boutwell, director of information and radio services of the U. S. Office of Education, and vicepresident of one group of the communication arts, the Association for Education by Radio, and *C. V. Buttelman*, executive secretary of the Music Educators National Conference, joined the committee. *Mr. Boutwell* explained that representatives of twelve groups, five being departments of the NEA, have met in Washington and arrangements have already been made for a publication called "Communication Arts and the High School Victory Corps" to be issued by the U. S. Office of Education. Inability to hold national meetings is having a serious effect upon these organizations and they propose to hold conferences in various parts of the country simultaneously on November 26 and 27. These conferences would be local in character obviating any transportation difficulties, but there would be nationwide radio programs to which these groups would listen simultaneously. To provide national leadership, it would be necessary to have a budget of approximately \$2000 to provide for a director and clerical assistance for a period of three months. The groups seek the sponsorship of the NEA, believing that benefits would accrue to all engaged in the enterprise. *Mr. Buttelman* discussed briefly the plan for enrolling members at these conferences, stressing the strength in the all-inclusive membership plan. Having outlined the proposal, *Mr. Boutwell* and *Mr. Buttelman* retired. Later in the meeting, the proposal was discussed.

There was general agreement that conferences of these groups held simultaneously would be excellent, but the present budget of the NEA is allotted; hence the appropriation requested could not be granted. *Secretary Givens* suggested that since the Educational Policies Commission held three teachers meetings by radio last year, it might consider arranging for two nationwide radio programs this fall—one on "Education and the War," the other on "Education and the Peace"—and ask representatives of the communication arts to arrange for listening groups. Discussion could follow the program with such additional features as the local groups might care to arrange.

On motion of *Miss Tarbell*, seconded by *Mr. Flora* and carried, the executive secretary was asked to explore this possibility.

A DRAFT ON DESIRABLE GOALS FOR PUBLIC EDUCATION AFTER THE WAR—*Mr. Flora* was called upon to explain the background for this statement. He stated that last year the Department of Labor was asked by Congress to prepare a publication dealing with the postwar period. The Labor Department made an appeal to the NEA to prepare the chapter in this publication dealing with postwar education. It was considered an opportunity and the Research Division has spent several months preparing the proposed material. Suggestions have been made by approximately two hundred people over the country.

After some discussion, a motion was made by *Mr. Flora*, seconded by *Mr. Stanton* and carried, that after the material has been approved by the Executive Committee, it be submitted to the Labor Department as an official document of the NEA, and

that if it is not in conflict with the policy of the Labor Department that it be published as an NEA bulletin.

CLASSIFICATION OF NEA COMMITTEES AND POLICY FOR CORE COMMITTEES—*Secretary Givens* reviewed the last reorganization of committees, commissions, and councils, at which time they were classified under six headings: Convention, Standing, Joint, Special, Commissions and Councils, and Emergency.

He read also the statement of policy for core committees. *Mr. Flora* made a motion, seconded by *Mr. Bowman* and carried, that this statement be approved and that this policy continue during the present year.

The Resolutions Committee has recently prepared a statement of policies which was read. On motion of *Mr. Stanton*, seconded by *Mr. Snow* and carried, this statement of principles of the Resolutions Committee was received.

NEA RELATIONSHIPS WITH HIGHER EDUCATION—*Secretary Givens* read a memorandum of the meeting of the Department of Higher Education held in Indianapolis in July at which time he agreed to see *Mr. Himstead*, executive secretary of the American Association of University Professors, regarding the possibility of that organization becoming the NEA Department of Higher Education or the "class-room" section of the NEA Department of Higher Education. It was proposed at this meeting that a membership campaign be held during the fall at an estimated cost of \$6000 to be financed by the NEA. *President Wells*, of Indiana University, who was elected president of the Department of Higher Education, is now working in Washington in connection with the war and probably could give no time to this proposed project.

Following this discussion, *Mr. Himstead* came before the Committee to present the problems which may arise unless a closer working relationship between the NEA and the AAUP can be established. The AAUP was organized in 1915 with *John Dewey* as its first president. Because college and university professors do not enjoy the same degree of academic security as do secondary teachers, a large part of the program of the AAUP has to do with tenure and academic freedom cases. The AAUP is affiliated with no pressure group. Until seven years ago, membership was available only to college and university professors. In 1936 members of teachers college faculties were admitted to membership and in 1940 members of faculties of junior colleges were extended membership privileges. This broadening of membership requirements has for its objective the bringing of higher education closer to secondary education. With the proposed activity of the NEA Department of Higher Education in the membership field, *Mr. Himstead* expressed fear that the NEA and the AAUP would become competitive rather than cooperating organizations. Active membership in the AAUP is limited to individuals doing instruction or research in college or university, the fee being \$4. Administrators who have been members previously may come in as associate members, annual dues, \$3. Junior membership is open to persons who are graduate students. Only those employed in accredited institutions are eligible for any type of membership. Membership now totals 16,329 with a potential membership of between 50,000 and 60,000.

The great need for unity, if education is to do its part in the war and the peace, was stressed by *Mr. Himstead*. The object of working out closer cooperation with the NEA is to find a way of relating college professors to the total picture of education. *Mr. Himstead* left at 3:30 p. m. after answering questions raised by members of the Committee. After discussion of this topic, a motion was made by *Mr. Doudna*, seconded by *Mr. Flora* and carried, that the request of the Department of Higher Education for appropriation of \$6000 to carry on a membership campaign be tabled since no funds are available in this year's budget.

PROCEDURE FOR HANDLING WAR AND PEACE FUND—*Mr. Doudna* read a letter which had been sent by *Chairman Saunders* to each member of the Board of Trustees outlining a plan for banking all donations for the War and Peace Fund in a separate account in a bank not handling Association operating funds. Approval was given, by mail, by each member of the Board.

On motion of *Mr. Stanton*, seconded by *Mr. Thalman* and carried, the following proposal of the Board of Trustees for handling the War and Peace Fund was approved in order to (1) completely segregate all donations and (2) account for expenditures payable from the War and Peace Fund:

1. That all donations to the War and Peace Fund be deposited in a separate account in a bank designated by the Board of Trustees.
2. That all payments charged to the fund be segregated in their several general classifications and that accounts be set up showing the expenditure under each of such classifications.
3. That when projects are authorized by the Executive Committee to be financed out of the fund, a separate accounting be made for each project.

The Board of Trustees has designated the American Security and Trust Company of Washington, D. C., as the bank in which the fund will be deposited. All checks will be drawn over the signature of the treasurer and countersigned by the executive secretary in accordance with present established practice.

REVIEW OF PRINCIPLES GOVERNING EXPENDITURES FROM THE WAR AND PEACE FUND—A motion was made by *Mr. Flora*, seconded by *Mr. Bowman* and carried, that the executive secretary be asked to rewrite the principles which were tentatively adopted by the Executive Committee in light of the discussion with the War and Peace Fund Committee, using as a basis the three over-all principles adopted by the War and Peace Fund Committee, bringing in the specific items under these three headings, and to secure approval by mail vote.

The War and Peace Fund Committee recommended that the funds now on hand be allocated as follows: (1) one-fourth to the Defense Commission; (2) one-fourth to the Educational Policies Commission; (3) one-fourth to the Legislative Commission; and (4) one-fourth left with the Executive Committee for emergency needs. This recommendation was considered from all angles. It was the sense of the Executive Committee that appropriations should be made in specific amounts as needs arise.

Mr. Flora made a motion, seconded by *Mr. Thalman* and carried, that there be made available to the EPC for use during the next sixteen months for projects over and above their regular program in the war and peace field the sum of \$50,000, including the \$4200 already appropriated, it being understood that the principles governing the expenditure of the War and Peace Fund will be observed in undertaking specific projects and that all expenditures are to be approved by the executive secretary.

WAR AND PEACE FUND TO BE CONTINUED—A motion was made by *Miss Tarbell*, seconded by *Mr. Snow* and carried, that the War and Peace Fund campaign be continued thruout the fall and that every state be encouraged to meet or exceed its quota.

FEDERAL AID CAMPAIGN—*Secretary Givens* reported that three people have been employed to assist in the intensive fall campaign for federal aid. *Forrest Rozzell*, field director of the Arkansas Education Association, is now in the field assisting *Mr. Dawson* in holding conferences in each of the twenty-four southern and western states. This work will be finished about Labor Day. *Mr. Rozzell* will help for five months.

Glenn Archer, director of professional relations for the Kansas State Teachers Association, will come to headquarters on September 1 for a three-month period. He will assist *Mr. DuShane* with the work in the twenty-four northern and eastern states.

R. B. Marston, executive secretary of the West Virginia State Education Association, will help for three months beginning September 15.

Elaine Exton has been employed for five months to relieve *Mr. Dawson* in rural education work.

Mabel Studebaker, president of the Department of Classroom Teachers, will give as much of her time as possible to help with federal aid.

S. 637 will come up in the Senate for vote about October 1. Senators and congressmen are now in their home states and they are being interviewed by their constituents concerning their attitude toward federal aid. It is hoped that the House Committee on Education and Labor will hold a hearing on the bill early in the fall.

NEA AND DEPARTMENT RELATIONSHIPS—*Secretary Givens* stated that the bylaw requiring 100 percent NEA membership among department members is one which can be administered only if each department adds \$2 to its membership fee and collects department and NEA dues as one membership fee. He suggested that for the best interests of public education over a long period of time that the problem can best be met by the executive committee handling each department in the light of the facts facing that department and that a definite agreement be made with each new group seeking departmental status. The 100 percent goal should be kept as an ideal toward which to work.

It was agreed that the executive secretary write department officers outlining to them this proposal and asking for their suggestions and criticisms. The possibility of discussing the plan with the officers of the AASA at the joint meeting in Cleveland in October was considered desirable. *Mr. Flora* suggested that the executive secretary go more fully into the proposal made by *Mr. Himstead*, representing the American Association of University Professors, and bring a recommendation to the next meeting.

This entire matter will be further discussed at the October meeting.

TYPE OF 1944 MEETING—The possibility of holding meetings of the Representative Assembly on Wednesday and Thursday, June 28 and 29, with an opportunity for departments to hold business meetings Monday and Tuesday, June 26 and 27, with an informal conference on Friday, June 30, was discussed. Action will be taken at the October meeting.

At the request of *David E. Finley*, director of the National Gallery of Art, *President Joynes* read a letter in which *Mr. Finley* asks the NEA to use its influence in making the policy for music and art to be placed on an equal basis with history and similar subjects with respect to credits allowed. Dealing with credits is not a matter which comes within the field of the NEA. *President Joynes* told of a film on the fine works of art which is being prepared in technicolor and which she and *Secretary Givens* have been invited to preview. Copies are to be made available for school use at a nominal cost.

APPROPRIATIONS TO DEPARTMENTS AND COMMITTEES—*Secretary Givens* recommended that there be appropriated for the use and services of departments as listed below the following amounts for a total of \$21,775, which is the total authorized in the budget for 1943-44.

	<i>Recommended</i> 1943-44
Classroom Teachers	\$20,000*
National Council of Education.....	400
Adult Education	400
Rural Education	250
Kindergarten-Primary Education	250
Business Education	200
Secondary Teachers	150
Art Education	100
Emergency needs of other departments.....	25
	<hr/>
	\$21,775

* As authorized in budget.

Secretary Givens also recommended that authorization be given for expenditures by and for committees and commissions as listed herewith, in amounts not exceeding those indicated after their names. That such expenditures are authorized with the understanding that the total expense for all committees and commissions (including that of the Tenure Committee and the Legislative Commission, for which

separate appropriations were included in the budget) shall not exceed the amount of \$21,900 as appropriated for committees and commissions in the budget. That these authorizations be reviewed and amended, as conditions may require, by the Executive Committee at any later meeting.

Legislative Commission	\$10,500	(as specified in budget)
Tenure	10,000	(as specified in budget)
Academic Freedom	400	
Cooperatives	478	
Credit Unions	795	
Equal Opportunity	390	
Ethics	668	
International Relations	300*	
NEA and American Legion.....	300	
NEA and American Library Association..	100	
NEA and American Medical Association.	300	
NEA and American Teachers Association.	292	
NEA and National Congress of Parents and Teachers	200	
New Voter Preparation and Recognition..	302	
Resolutions	184	
Retirement (National Council on Teacher Retirement)	400	
Tax Education and School Finance.....	651	
Teacher Preparation and Certification....	407	
Emergency Needs of Committees.....	233	
	\$26,900	

* That additional to this amount, the balance of \$109 in funds credited to the joint enterprise between the NEA and the World Federation of Education Associations be made available for expenses of the Committee.

In connection with the recommended appropriation for the Committee on Tax Education and School Finance, *Secretary Givens* read a letter from *J. R. Mahoney*, chairman of the Committee last year and who has been invited to serve again this year, in which he stressed the financial needs in this field. *Secretary Givens* agreed to see if the Defense Commission might cooperate with this Committee in some of its work and to report to the Executive Committee at the October meeting.

On motion of *Mr. Flora*, seconded by *Mr. Stanton* and carried, the appropriations for departments, committees, and commissions were approved as recommended.

REPORT OF DELEGATES TO REPRESENTATIVE ASSEMBLY—The report of delegates to the Indianapolis meeting showed a total attendance of 1289. A summary for the last three Representative Assemblies reveals a total of 1576 at Boston; 1293 at Denver; and 1289 at Indianapolis.

PROPOSAL TO INCREASE DUES—It was agreed that the plan to increase dues should not be stressed during the fall when efforts are being made to increase membership and to complete the War and Peace Fund campaigns. *President Joynes* asked members to be thinking on the matter and to suggest additional services which may be possible if dues are increased. *Secretary Givens* was asked to bring a projected program for consideration at the October meeting.

UNIFYING OF PROFESSIONAL ORGANIZATIONS—It was suggested that the utilization of state leaders on programs of local and state associations would be one means of bringing about greater unity. *Secretary Givens* and *Mr. Flora* both spoke of the increased understanding on the part of members thru the War and Peace Fund conferences. It is their opinion that these conferences were of great value in bringing about professional unity.

MEMBERSHIP PLANS—Reference was made to a letter which *T. D. Martin*, director of membership, sent to state secretaries and state directors, outlining an

integrated program and suggesting that the NEA underwrite any membership loss which might be sustained provided such a program was adopted. Nebraska is anxious to undertake this plan on a five-year basis.

It was the opinion of the Committee that due to the present great teacher turnover that it would not be feasible to undertake such a long-time agreement.

A motion was made by *Mr. Flora*, seconded by *Mr. Stanton* and carried, that since two states are initiating this plan without NEA assistance and since Nebraska is to have the services of a staff member this fall to help in membership promotion, that the five-year plan not be adopted.

A motion was made by *Mr. Snow*, seconded by *Miss Tarbell* and carried, that states having a very high percentage of their teachers enrolled in the NEA be encouraged to adopt this plan.

APPROVAL OF MINIMUM WORK-WEEK PLAN—A statement was resubmitted this spring, at the request of the War Manpower Commission, seeking permission for the Association to continue on a 43-hour week. This request has been approved.

RECOMMENDATION ON TITLES—*Secretary Givens* recommended that *Lyle W. Ashby*, assistant director of the Division of Publications, and *Mrs. Mildred Fenner*, both of the *Journal* staff, be given the titles of assistant editors, and that *F. Erle Prior* of the *Journal* staff be given the title of art editor.

On motion of *Miss Tarbell*, seconded by *Mr. Snow* and carried, the recommendation was adopted.

Secretary Givens stated that since the Division of Affiliated Associations has been abolished and the office staff from this division has been transferred to the Legislative and Federal Relations Division, he recommends that *Agnes Winn*, who was director of the Division of Affiliated Associations, be made assistant director of the Legislative and Federal Relations Division.

On motion of *Mr. Stanton*, seconded by *Mr. Smith* and carried, the recommendation was approved.

CASE OF CONSCIENTIOUS OBJECTOR—A letter came to headquarters asking what stand the NEA has taken in the case of conscientious objectors, or if no stand has been taken, what the attitude of the Association would be. The request came in connection with *Edward O. Schweitzer*, a junior high-school teacher in Miami, Florida, who in registering for the draft, had indicated that he was a conscientious objector. The NEA prepared a carefully worded statement which was used by the attorney for *Mr. Schweitzer* when the case came into the courts. *Secretary Givens* read this statement which members of the Executive Committee thought sound as a statement of policy.

STATEMENT ON INFLATION—*Secretary Givens* read a letter on the subject of inflation which he plans to send out. The Committee agreed that the situation is very serious; that the attention of teachers should be called to it; and that the letter, with some modification, should be sent.

SALARY ADJUSTMENTS—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Doudna*, seconded by *Mr. Smith* and carried, that effective September 1, all members of the permanent staff receiving less than \$1700 annual base pay be given an increase of \$5 per month. The president and executive secretary were authorized to make such future adjustments in individual cases as seem imperative, later bringing such action to the Executive Committee for confirmation.

STATUS OF PAST-PRESIDENTS—On August 10, 1943, *Chief Justice Edward Eicher* of the District Court of the United States for the District of Columbia rendered memorandum opinion in civil action of *Cornelia S. Adair*, *Carroll G. Pearse*, *Joseph Rosier*, and *Uel W. Lamkin*, plaintiffs, vs. National Education Association of the United States, defendant. This action sought a declaratory judgment or decree adjudging the plaintiffs to be members for life of the Board of Directors of the Association.

The opinion rendered is that the plaintiffs are lawful members of the Board of Directors. An appropriate order based on this opinion will be issued soon.

Motion to adjourn was made by *Mr. Flora*, seconded, and carried.

The meeting closed at 10:10 p. m. to meet in Cleveland, October 17.

WILLARD E. GIVENS, *Executive Secretary*

EDITH B. JOYNES, *President*

CLEVELAND, OHIO

SUNDAY AND MONDAY, OCTOBER 17-18, 1943

The Executive Committee convened at 10:00 a. m. and was in session thruout the morning, afternoon, and evening of October 17, and from 9:00 a. m. to 5:00 p. m. on October 18. From 2:00 to 4:00 p. m. on October 18 the Committee met jointly with the executive committee of the American Association of School Administrators. Members present were *Mrs. Edith B. Joynes*, president; *Leonard L. Bowman*, *A. C. Flora*, *Glenn E. Snow*, *B. F. Stanton*, *Emily A. Tarbell*, *John W. Thalman*. *Joseph H. Saunders* was absent on account of illness. *Edgar G. Doudna*, vicechairman of the Board of Trustees, substituted for him. *Harold W. Smith* was unable to attend the meeting on account of transportation difficulties. *Secretary Givens* was at the meeting.

MINUTES OF THE LAST MEETING—The minutes of the last meeting were approved as corrected.

NEA DIRECTOR FOR TEXAS—*Kathora Remy*, having resigned as NEA state director for Texas to enter work with the Red Cross, the Executive Committee upon the recommendation of the Texas State Teachers Association elected *Avis K. Robinson* as NEA director for the remainder of the year. At the next meeting of the Representative Assembly of the Association, Texas will nominate a director to complete the unexpired term for which *Miss Remy* was originally elected.

SUBSTITUTE PAY FOR NEA DIRECTOR IN NORTH CAROLINA—*Ethel Perkins*, NEA director in North Carolina, had submitted a bill for \$60 as payment of a substitute teacher who had relieved her to do work as NEA director in North Carolina. This bill was approved by the Executive Committee.

BUDGET TRANSFER—On account of the discontinuance of the Division of Affiliated Associations and transfers of its personnel to the newly authorized Division of Legislative and Federal Relations, the budget account of the Division of Affiliated Associations was discontinued as of September 1, 1943, and unexpended balances of funds therein transferred to the account of the Division of Legislative and Federal Relations. The amount budgeted for the Division of Affiliated Associations was \$7184. Expenditures thru August 31, 1943, were \$2,061.31, leaving \$5,127.69 which was transferred to the Division of Legislative and Federal Relations by action of the Executive Committee.

1944 MEETING OF REPRESENTATIVE ASSEMBLY—In keeping with the action taken by the Board of Directors at the Representative Assembly meeting in Indianapolis last summer, the Executive Committee, after further study and consideration, officially approved the preferential vote of the Board of Directors, selecting Pittsburgh, Pennsylvania, for the meeting of the Representative Assembly and determining upon Wednesday, July 5, and Thursday, July 6, 1944, as the dates of the meeting. It was decided that the Executive Committee and the Board of Trustees of the Association would meet on Monday, July 3, and that the Board of Directors would meet on Tuesday, July 4. Provision was also made for departments which wish to have business meetings to meet on Tuesday, July 4. On Wednesday, July 5, and Thursday, July 6, will be held a Representative Assembly meeting similar in plan to the one held last year at Indianapolis. On Friday, July 7, there will be an NEA informal conference. The Executive Committee of the Association and the Board of Trustees will meet on Saturday, July 8.

GUIDING PRINCIPLES OF WAR AND PEACE FUND—This fund has been contributed by teachers thruout the nation and is held in trust by the Executive Committee to

be made available for war and peace activities beyond the regular on-going program of the Association. Published material made possible thru War and Peace Fund support will carry a clear acknowledgment of this assistance.

General Purposes

1. To help the schools of America play a more vigorous and effective role in hastening the winning of the war.
2. To assure the educational profession a more powerful voice in making and keeping the peace.
3. To conserve the interest and welfare of girls and boys and the schools in the midst of the stress and strain of the war and the competing demands of the postwar days.

Specific Purposes

1. To secure adequate financial support of education on local, state, and national bases in order that grave educational deficiencies may be corrected and that salaries may be paid that will attract and hold our best people in the teaching profession.
2. To protect the mental and physical health of children and youth and to insure educational justice for all, regardless of race, creed, or economic circumstance.
3. To help all of our young people prepare adequately for their part in winning the war and keeping the peace.
4. To keep in active touch with the departments, bureaus, and agencies of the federal government where many decisions are made concerning education and to report developments and results to the schools of the nation.
5. To protect the integrity of the schools against the tendency of other agencies to take over their functions.
6. To foster educational and other measures which will help to deal adequately with juvenile delinquency.
7. To promote such an educational program as will help all people in the United States to attain widespread understanding of the need for a just peace and of the major principles on which such a peace can be based.
8. To work for proper educational representation in the making of the peace, for an immediate organization in the field of educational policy among the United Nations, and for the establishment of a permanent international office of education which will promote education for continuing peace.

APPROPRIATIONS AVAILABLE FROM WAR AND PEACE FUND—The Executive Committee, after discussing the merits of various proposals, took the following action: The Executive Committee of the National Education Association makes available the sum of \$25,000, or as much thereof as is needed, to be expended thru the Commission for the Defense of Democracy Through Education in organizing and promoting comprehensive community conferences for the support of education nationwide—the purpose of these conferences being to build and strengthen harmonious relationships for public education with all important community groups such as agriculture, labor, business, industry, civic, professional, religious, recreational, health, parent groups, and law-enforcement agencies.

Since the Executive Committee has already made available \$15,000 for meeting emergencies in education, the executive secretary is authorized to use \$2500, or as much thereof as is needed, for organizing and promoting local conferences thru the teachers of the nation interested primarily in radio, art, music, drama, speech, English, libraries, visual education, modern languages, journalism, and graphic arts.

The Executive Committee also gives approval for expenditures out of this special emergency fund of \$5000, or as much thereof as is needed, to be expended thru the Division of Publications of the National Education Association for teacher recruitment, preparing posters, leaflets, and other necessary materials to help in meeting the serious teacher shortage thruout the nation.

The Executive Committee also authorizes the executive secretary, in case the Defense Commission does not have sufficient funds in its own budget, to use such part of this special emergency fund as is needed in helping the Defense Commission carry forward necessary investigations.

CLOSER RELATIONSHIPS WITH AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS—At the last meeting of the Executive Committee *Ralph Himstead*, executive secretary of the American Association of University Professors, discussed possible improvements in the working relationship between the AAUP and the NEA. *Secretary Givens* reported that he had had two meetings with *Mr. Himstead* since that time and had thoroly discussed the problem with him. *Secretary Givens* recommended that in order to bring about closer relationships with the AAUP, and several other organizations with common interests and objectives, that serious consideration be given by the Executive Committee to working out an allied relationship for this and other organizations.

Since there had been considerable discussion with the AAUP concerning the possibility of that organization becoming a department of the NEA and since the relationship of the NEA with its present departments has received much consideration by the Executive Committee, it was suggested after considerable discussion that the president appoint a committee of two or three from the Executive Committee to work with her and the executive secretary in drawing up a possible plan to enable such groups as the AAUP, when it is not feasible for them to become full departments of the Association, to have an allied relationship. A committee to study this whole field of departments, committees, commissions, affiliated associations, and allied organizations was appointed by *President Joynes*, consisting of *A. C. Flora* and *Emily A. Tarbell*, with the possibility of naming one other committee member later. This committee will study the problem and make a report at the next meeting of the Executive Committee.

LEGISLATIVE PROGRAM—A legislative program was proposed to the Executive Committee for action by the Core Committee of the Legislative Commission, *H. M. Ivy*, chairman. After considerable discussion during which some changes were made in the suggested program and two proposed items were deleted, the Executive Committee reaffirmed its policy of supporting only such federal aid to education legislation as makes funds available thru the U. S. Office of Education to the state departments of education to be expended for local school purposes under state constitutions, statutes, and regulations and without federal control.

The Executive Committee adopted the following legislative program for the National Education Association for 1943-44:

Federal aid to education—That the Association pursue its plans for a vigorous campaign to secure the passage of S. 637 and H. R. 2849, which would make available to the states without federal control \$200,000,000 for the adjusting of teachers' salaries to living costs, and \$100,000,000 for the equalization of educational opportunities.

Salaries—The National Education Association is firmly convinced that it can make its most effective legislative contribution to the teacher salary situation by supporting such legislation as will help to prevent inflation and by vigorously concentrating its efforts upon the passage of our federal aid bills, S. 637 and H. R. 2849, and by encouraging state and local school districts to do everything possible to increase teachers' salaries.

Removal of illiteracy—The National Education Association is directing its main efforts to the removal of the causes of illiteracy by the adequate education of children and youth. At the same time, however, the Association recognizes the national need for removing the gross educational deficiencies which now exist among adults as the result of inadequate educational services in the past. The Association, therefore, reaffirms its position and will encourage the initiation and support the passage of federal legislation to remove illiteracy and reduce deficiencies in foundational education when such legislation appropriates federal

funds to the U. S. Office of Education for distribution to the states for use by local public schools without federal control.

Juvenile delinquency—The National Education Association recommends that existing statutes dealing with juvenile delinquency be strengthened and firmly enforced and that everyone responsible for the education, care, and guidance of youth work diligently in building a stronger public-school program and more wholesome community health and recreation programs.

Child labor—The National Education Association strongly urges that existing federal and state statutes and minimum standards regarding child labor be maintained in full effect and firmly enforced.

Education of demobilized men and women—The National Education Association endorses and appreciates the statement in President Roosevelt's message on the progress of the war—that we should move for greater educational opportunities for our returning men and women in the armed forces. We urge such immediate action by Congress on this matter as will expand the resources of our schools and colleges to meet this new need, to make these resources fully available to demobilized military personnel, and to administer the entire program within the framework of our state and local systems of elementary, secondary, and higher education.

Teacher qualification and certification—The National Education Association, realizing the great damage being done to the education of children and youth in many states during this war crisis on account of the lowering of the standards of teacher qualification and certification, urges that every effort be made to secure sufficient funds with which to induce well-qualified people to enter and stay in the teaching profession. It also urges that all emergency certificates issued be on an annual basis and limited to specific position.

Retirement on Social Security—The National Education Association asks the NEA Research Division and the National Council on Teacher Retirement to follow all developments in the social security field and to report to the profession as has been done during the past three years. It asks the National Council on Teacher Retirement to continue to advise state leaders with respect to the extension of the teacher retirement movement and the improvement of existing state laws. The Association believes that any legislation that may be finally adopted in this field should (1) assure to state and local governments immunity from federal taxation; (2) provide additional revenues to meet the cost of social security to the public employer, thereby preventing the curtailment of present school services and salaries; (3) promote the efficiency and strength of existing teacher retirement systems and not in any way endanger their resources or efficiency.

Tenure—The National Education Association asks its Tenure Committee, thru the cooperation of the Research Division, to continue to work with state and local leaders in the strengthening and extending of tenure legislation.

Manpower—The National Education Association asks its Research Division to keep in close touch with all federal manpower policies in so far as these policies affect our profession and to keep the field constantly informed of all developments.

International relations and foreign policy—The National Education Association will strongly support such legislation as will place the United States in a role of leadership in world cooperation, applying the principles of discussion, education, and fair play to the community of nations, with full support to the international use of force in controlling possible future aggression.

Without at the present time endorsing any one of the many bills and resolutions now pending in Congress with reference to American postwar foreign policy, the National Education Association will support such proposals as look toward increased and more effective participation by the United States in international efforts to establish peace and order under law.

The role of education in international relations—The National Education Association believes that the importance of education must be recognized in the establishment and maintenance of international peace and justice. To this end the Association adopts a program including the following: (1) that funds for the establish-

ment of a strong division of international education be appropriated to the U. S. Office of Education; (2) that adequate appropriations be made to the State Department, Division of Cultural Relations, for strengthening the role of education in the conduct of our foreign affairs; (3) that the United Nations Conference on Relief and Rehabilitation include on its agenda the question of rehabilitating educational agencies in the devastated countries; (4) that the United States invite the United Nations to join with it in a conference on education and cultural relations for the cooperative exploration of the study of war and postwar problems in education; (5) that the NEA be consulted when appointments are made to the American delegations to international congresses in which education is a subject of discussion.

COURT ACTION CONCERNING PAST-PRESIDENTS OF THE ASSOCIATION PRIOR TO 1937—On August 18, 1943, *Chief Justice Edward Eicher* of the District Court of the United States for the District of Columbia rendered judgment in civil action of *Cornelia S. Adair, Carroll G. Pearse, Joseph Rosier, and Uel W. Lamkin*, plaintiffs, vs. National Education Association of the United States, defendant. This action sought a declaratory judgment or decree adjudging the plaintiffs to be members for life of the Board of Directors of the Association.

Chief Justice Eicher rendered a judgment that ordered, adjudged, and decreed that defendant's motion for summary judgment be denied. He further ordered, adjudged, and decreed that the plaintiffs are and each of them is a lawful member of the Board of Directors of the defendant corporation, National Education Association, for the balance of his or her life and each of said plaintiffs is entitled to be recognized by the defendant corporation as a member of its Board of Directors for such period of time. The Executive Committee authorized the executive secretary to send a full statement of this case to the members of the Board of Directors and to request the Committee on Bylaws and Rules to prepare an amendment to the bylaws of the Association to be acted upon at the next meeting of the Representative Assembly which would carry out the judgment of the District Court of the United States.

"EDUCATION AND THE PEOPLE'S PEACE"—*Secretary Givens* gave a brief report to the Executive Committee of what was being done to disseminate the Educational Policies Commission's recent report on *Education and the People's Peace*. He told them of the Association's activities in seeking a United Nations conference on educational policy. The Executive Committee authorized the members of the headquarters staff to do everything possible in carrying forward the Association's program in securing as powerful a voice as possible for education in connection with a strong and enduring peace.

MEMBERSHIP REPORT—The executive secretary reported that membership receipts from June 1 thru September 30 for 1943 amounted to \$50,764.10 and that receipts from October 1 to October 13, when this report was made, amounted to \$50,310.30, making total membership receipts from June 1 to October 13, 1943, of \$101,074.40.

He reported that receipts a year ago from June 1 thru September 30, 1942, amounted to \$40,579.49 and that receipts last year from October 1 to October 13, 1942, amounted to \$40,556.35, making a total of \$81,135.84. This amount as compared to the income for the present year shows an increase of \$19,938.56 over the same period of last year.

The executive secretary also reported that twenty-two states had accepted their membership quotas calling for an increase in membership of 50 percent over last year and that other states would undoubtedly accept their quotas soon.

COMMUNICATION ARTS—At the last meeting of the Executive Committee, *C. V. Buttelman* and *William D. Boutwell* discussed with the Committee the proposed conference on communication arts. The possibility of such a conference was further discussed and the Executive Committee decided to sponsor a series of conferences in the field of communication arts during this school year. More information concerning this item will be found in these minutes under War and Peace Fund.

NATIONAL COMMISSION ON SAFETY EDUCATION—The executive secretary reported to the Committee that the National Commission, approved at a previous meeting,

had been appointed and that he would be ready to recommend to the Committee a secretary for the National Commission on Safety Education at an early date.

REPORT OF FEDERAL AID LEGISLATION—The executive secretary outlined briefly the program for the promotion of federal aid legislation for public elementary and secondary schools. He told of the discussion which had taken place the previous week on the floor of the United States Senate and suggested that the discussion would be finished and a vote taken in connection with this legislation within two or three days. He reported that the debate on this legislation was very spirited and that the vote would undoubtedly be close. He pointed out that regardless of the outcome of the vote in the Senate that a vigorous effort would be made to get this legislation considered in the House of Representatives.

PROGRAM OF THE ASSOCIATION FOR 1943-44—The executive secretary submitted to the members of the Committee a condensed program of the Association's activities for this year. This program was presented in the form of a one-page statement from each of the divisions, commissions, and departments housed in the headquarters building.

THREE MEMBERS SELECTED FOR THE EDUCATIONAL POLICIES COMMISSION—At two o'clock on the afternoon of October 18, the Executive Committee of the National Education Association met in joint session with the executive committee of the American Association of School Administrators for the purpose of electing three new members of the Educational Policies Commission to serve for one year—January 1, 1944, to December 31, 1944—to fill the vacancies which will occur on December 31, 1943, due to the expiration of the terms of office of the following three members: *Frederick M. Hunter*, chancellor, Oregon State System of Higher Education, Eugene, Oregon; *John K. Norton*, professor of education, Teachers College, Columbia University, New York, New York; and *Emily A. Tarbell*, high-school teacher, Syracuse, New York.

After discussing the problems facing the Educational Policies Commission, the areas of education in which the Policies Commission would be working during the year, and the qualifications desirable for membership on the Commission, the committees considered a carefully prepared list of 242 well-qualified individuals from which the following three people were elected to membership on the Educational Policies Commission for a period of one year beginning January 1, 1944: *Prudence Cutright*, acting superintendent of schools, Minneapolis, Minnesota; *Paul T. Rankin*, assistant superintendent of schools, Detroit, Michigan; and *Maycie Southall*, professor of elementary education, George Peabody College for Teachers, Nashville, Tennessee.

The joint meeting adjourned at 4:00 p. m.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

WASHINGTON, D. C.

FRIDAY, FEBRUARY 25, 1944

The Executive Committee met at 10:30 a. m. in the Board of Directors room of the NEA on Friday, February 25, 1944, with the following members present: *Mrs. Edith B. Joynes*, president; *Leonard L. Bowman*, *A. C. Flora*, *Joseph H. Saunders*, *Harold W. Smith*, *B. F. Stanton*, *Glenn E. Snow*, *Emily A. Tarbell*, and *John W. Thalman*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present also. *President Joynes* called the meeting to order and expressed the pleasure of the entire Committee at having *Mr. Saunders* present.

MINUTES OF THE CLEVELAND MEETING—*Mr. Thalman* moved the adoption of the minutes of the Cleveland meeting. Seconded by *Mr. Stanton* and carried.

PRESIDENT'S REPORT—*President Joynes* reported that she had spent much time in the field since the Cleveland meeting—thirty days in Texas alone. Everywhere she found enthusiasm and great interest in the NEA and its program and the feeling that the Association must continue to be more aggressive. Teachers seem to be anxious for a more dynamic leadership and are looking to their national professional organization for it.

FINANCIAL REPORT—The financial report based on figures of January 31, 1944, shows a total increase in operating income of \$111,515.11 or 23 percent over the receipts to January 31, 1943. There was some decrease from the net income from the Permanent Fund due to the installation of a stoker, the cost of which was paid from the Permanent Fund, but receipts from active membership have increased 23 percent and from advertising 37 percent. There were no receipts from exhibits last year, while there will be approximate receipts of \$22,000 this year divided equally between the NEA and the AASA. *Secretary Givens* stated that there were 333 exhibitors registered at the regional conference of the AASA in New York which was more than at some of the national meetings.

The budgeted operating expenses are \$17,845.32 or 4½ percent in excess of those of a year ago, due in large part to the extra work required in handling additional memberships and in additional membership promotion costs. This does not include additional expenses for federal aid and other projects financed from the War and Peace Fund totaling \$20,647.90. Government securities owned by the Association and its departments total \$114,750.

The wisdom of establishing a cash reserve as a safeguard against unanticipated income reduction and to finance the Association during the summer months when the income is not sufficient to meet current expenses was suggested. *Mr. Saunders* suggested the wisdom of a budget based upon 85 or 90 percent of the income of the previous year rather than upon the total income.

MEMBERSHIP REPORT—The midyear membership count shows a gain in membership on December 31, 1943, of 20,255 over May 31, 1943. This achievement is due to the fine cooperation of the state associations in accepting membership quotas and setting up machinery to achieve the goals. To reach the membership goal adopted at Indianapolis of a total membership of 330,000 on May 31, 1944, much hard work lies ahead.

President Joynes called attention to the arrangement whereby new members joining after March 1 may be credited with dues paid for the advance year 1944-45 if they so request. In previous years, the date for this arrangement has been April 1. The date was changed due to a lack of back *Journals* to send to new members and to lateness in sending out the membership report to the states.

Ohio, having a membership of over 20,000, is entitled to two NEA directors for the first time.

PROPOSED PROGRAM OF EXPANSION AND DEVELOPMENT—*Joy Elmer Morgan*, director of the Division of Publications, discussed a plan of expansion and development for the Association during the next five years. Before presenting this plan, *Mr. Morgan* compared the present crisis with the period during World War I when the Association embarked upon a greatly enlarged program at a time when there was no headquarters; the membership was under 8000; antagonism existed between the NEA and superintendents; the secondary principals were a separate organization; there was no organization of elementary principals; there were few full-time secretaries of state education associations and practically no cooperation between state associations and the NEA; there was no Representative Assembly; and no NEA *Journal*.

The present proposal is based upon the following convictions:

1. That the time has come for the teachers of the United States to organize themselves into one united education association.
2. That this can be done effectively thru a planned evolution extending over a period of five years.

3. That the first step in this evolution is to bring about thru the quota system, designed to distribute responsibility equitably among the various state associations, such an increase in membership each year as will bring Association membership at the end of five years up to a total of 90 percent, or 800,000, of the teachers of the nation.

It is suggested:

1. That the membership goal for 1944-45 be determined by adding to NEA membership on May 31, 1944, a figure equal to approximately one-fifth of the difference between that membership and 800,000; that the goal for 1945-46 be determined by adding to the NEA membership on May 31, 1945, a figure equal to approximately one-fourth the difference between that membership and 800,000; that the goal for 1946-47 be determined by adding to the NEA membership on May 31, 1946, a figure equal to approximately one-third the difference between that membership and 800,000; that the goal for 1947-48 be determined by adding to the NEA membership on May 31, 1947, a figure equal to approximately one-half the difference between that membership and 800,000; that the goal for 1948-49 be 800,000.

The goals for the various years would be set by the NEA Executive Committee in round numbers approximating the above calculations. After adding a reasonable safety factor following the practice of 1943-44, the total national goal would be distributed to the states each year on the basis of the formula used during 1943-44 or some similar formula, the quota for each state to become effective as the goal of that state when accepted by the executive committee or board of directors of the state association.

Assuming that NEA membership on May 31, 1944, is 300,000, the goal for 1944-45 would be 300,000 plus one-fifth of 500,000, which is 100,000; making the goal in round numbers 400,000 to which would be added a safety factor.

2. That state and local associations be encouraged to adopt a plan of unified membership, under which local, state, and national membership would become one as now obtains in fraternal and service organizations—details to be worked out between the executive committees of the various state associations and the NEA Executive Committee, so that approximately one-fifth of the states would adopt this plan during each of the next five years.

3. That the NEA Executive Committee be made as strong as possible and made a more active committee, meeting perhaps every two months.

4. That a contingent fund of at least \$25,000 a year be created to finance expenses and adjustments growing out of the campaign for a united education association.

5. That this plan be given wide circulation thru the Leaders Letter and the NEA *Journal* as a proposal which will come before the Board of Directors and the Representative Assembly at Pittsburgh for action.

6. That following adoption by the Representative Assembly the plan be submitted to the various state associations affiliated with the NEA to become effective in each state when accepted by the association of that state.

To assist in starting the program early, state quotas would be made available at the Pittsburgh meeting in July.

The plan was approved by vote of the Executive Committee upon motion of *Mr. Bowman*, seconded by *Mr. Snow* and carried, and with the understanding that the proposed program together with a statement on additional services to be rendered by the Association as a result of the expanded program be sent out in a Leaders Letter and that a revision of the proposal be made in light of suggestions received.

PROPOSED NEA BOARD OF EDUCATION FOR TEACHING—Following the presentation of the proposed program of expansion, *Mr. Morgan* discussed the great need for an over-all board of education for teaching which would set up standards, inspect and approve schools, publish needed materials for use in teacher preparation courses,

gather and publish information relating to teacher recruiting, supply and demand, and encourage the gradual discontinuance of teacher preparation in high school and in the less well-equipped colleges. While such a board would serve institutions which prepare teachers, it should be composed primarily not of people from these institutions but of teachers, principals, superintendents, and institutions that use teachers. Services to higher institutions which are preparing teachers could do much to unify our system of higher education with the elementary and high schools.

PROPOSED AMENDMENTS TO THE BYLAWS—*Secretary Givens* read the amendments to the NEA bylaws which will be voted upon at the Pittsburgh meeting.

REVIEW OF APPROPRIATIONS TO DEPARTMENTS AND COMMITTEES—*Secretary Givens* read the amounts appropriated to committees and departments and the amounts spent as of January 31, 1944. Since no request for additional funds was before the committee, no revision in the appropriations was made.

RESIGNATION OF STATE DIRECTORS FROM ALASKA AND COLORADO—A letter of resignation from *George Beck*, state NEA director from Alaska, was read. *Mr. Beck* is resigning because of a government appointment which will necessitate his leaving Alaska. On motion of *Mr. Flora*, seconded by *Mr. Bowman* and carried, the resignation of *Mr. Beck* was accepted.

A letter from *W. B. Mooney*, former executive secretary of the Colorado Education Association, was read. On motion of *Mr. Saunders*, seconded by *Miss Tarbell* and carried, the resignation of *Mr. Mooney* was accepted.

APPOINTMENT OF STATE NEA DIRECTOR FOR COLORADO—On motion of *Mr. Saunders*, seconded by *Miss Tarbell* and carried, *Craig P. Minear*, executive secretary of the Colorado Education Association, was appointed state NEA director for Colorado until the Pittsburgh meeting.

CHANGE IN PAYROLL PROCEDURE—On motion of *Mr. Stanton*, seconded by *Mr. Smith* and carried, the following changes in making staff salary payments were approved:

1. That members of the temporary roll, now employed at a weekly rate and paid weekly, after June 1, 1944, be employed at a monthly rate and paid semimonthly.
2. That both permanent and temporary employees be included in the same semimonthly payroll.
3. That payments be made to employees on the fifth day following the last day of each semimonthly payroll period.
4. That all payments, so far as practicable, be made by check.

This method will simplify payroll processes and reduce time in preparation and payment at least one-third.

RETIREMENT POLICY—The retirement policy now in operation provides that an employee must retire at age sixty-five unless special action of the Executive Committee permits a continuance of service. The employee may retire at sixty but the retirement benefits are very much lower than at 65. Under the suggested revised plan, when and if approved by the Executive Committee, an employee might under special conditions retire before reaching sixty-five and receive full retirement benefits. The following plans are suggested covering supplementary payments by the Association:

Plan A. The Association to pay to the employee thru his lifetime, on a monthly basis, the difference between the amount of the monthly payment provided in the policy at age sixty-five and the amount payable at the prior age of retirement selected. This would involve an obligation on the part of the Association which would continue thru the undetermined period of the remainder of the lifetime of the retired employer. The insurance company would pay benefits at the age of actual retirement and payments of all premiums would cease.

Plan B. The Association to keep the policies in good standing and to pay all premiums until the employee reached age sixty-five and the Association

also to pay monthly to the employee the amount of the benefits provided by the policy at the age of sixty-five. This plan would be an obligation to the Association in a definite amount and for a definite period which would cease when an employee attained age of sixty-five.

The meeting adjourned at 12:45 p. m. and reconvened at 3:00 p. m.

COMMITTEE ON INTERNATIONAL RELATIONS—At a recent meeting of the NEA Committee on International Relations, plans were made to prepare a resolution which would place the Association on record regarding the policy of our government on international affairs and to outline a program of education in the field of international relations for the entire nation.

Ben M. Cherrington, chairman of the NEA Committee on International Relations, came before the Executive Committee to outline the above plan and to ask for sufficient funds for the Core Committee to hold a meeting in April to work out this program.

On motion of *Mr. Stanton*, seconded by *Mr. Snow* and carried, it was agreed that sufficient money be made available for another meeting of the Core Committee on International Relations to be held this spring.

REPORT ON WAR AND PEACE FUND ACTIVITIES OF THE EDUCATIONAL POLICIES COMMISSION—*William G. Carr*, executive secretary of the Educational Policies Commission, made the following report:

Allocations approved by the Commission from the \$50,000 made available from the War and Peace Fund, together with approximate amounts spent to date, are:

1. To prepare and promote the acceptance of a sound policy for federal-state relations in education. Allocation \$2750, expenditure to date \$350. (The amount allocated has been matched by the American Council on Education.) A preliminary survey has been completed for consideration by the Commission at its March meeting.

2. To improve and extend the report on *Education for All American Youth* and to assist states and communities in putting its recommendations into action. Allocation \$9100, expenditure to date \$3100.

3. To prepare and publish a brief emergency report on how schools may prevent and/or remedy juvenile delinquency. Allocation \$2500, expenditure to date \$1000.

4. To prepare a basic document on the policies to be followed in extending educational services to young children. Allocation \$5000, no expenditure to date.

5. To secure widespread discussion and acceptance of the policies and proposals for action as set forth in *Education and the People's Peace*. Allocation \$20,900, expenditure to date \$6000.

6. To prepare and distribute material that will support modern instructional and curriculum procedures during the war and in the transition period. Allocation \$600, expenditure to date \$500.

7. To prepare in cooperation with the American Association for Health, Physical Education, and Recreation long-term policies for school health. Allocation \$500. (This amount has been matched by the American Association for Health, Physical Education, and Recreation.)

8. Extra Commission meetings to deal with additional work arising out of the War and Peace Fund program. Allocation \$500.

9. General office expenses to cover additional work arising out of the War and Peace Fund program. Allocation \$2450, expenditure to date \$500.

10. Contingent allocation \$200 plus expanded items if any under other allocations.

PROBLEM OF PAPER SHORTAGE—*Mr. Allan*, business manager, reported on the problems facing the Association with respect to the printing of the *Journal* and other publications due to paper shortage. In 1943 the WPB orders required a 10 percent cut under the amount used in 1942. Since then, there has been an additional

cut totaling 25 percent. In February 1942, the Association printed 230,000 *Journals* of forty-eight pages using forty-five-pound paper and ninety-pound cover stock. In February 1944, 270,000 *Journals* of forty pages were printed and the weight of the paper cut to thirty-five pounds and the cover stock to seventy pounds and even with that cut, there was used about 1500 pounds more than the 75 percent requirement.

With a steadily increasing membership other cuts will doubtless be necessary unless the WPB will give the Association special consideration. The amount of paper required for the *Journal* during 1942 was 296 tons or about fifteen freight-car shipments. The situation regarding books is similar but probably can be more easily handled.

In reporting on income from advertising, *Mr. Allan* said that the increase so far this fiscal year is 37 percent over 1943. There is not enough space in the April and May *Journals* to care for all who have made requests. Curtailment of use of paper may result in less advertising space than at present.

The meeting adjourned at 6:30 p. m. to reconvene at 9:00 a. m. Saturday.

SATURDAY, FEBRUARY 26, 1944

The Executive Committee was called to order at 9:30 a. m. by *President Joynes* with all members present.

POLICY OF THE ASSOCIATION WITH RESPECT TO SURVEYS—*Secretary Givens* stated that recently two requests have come for the Association to make school surveys. To go into this field would require additional staff and it would mean entering a field in which the Association has not entered in the past. It was the consensus that the Association should not enter this field at present. It was suggested that a bulletin which would help superintendents, principals, and teachers in a self-survey of their own schools and work would be extremely helpful.

REPORT ON LEGISLATION—*R. B. Marston*, director of the Division of Legislative and Federal Relations, gave a report on several bills before the United States Congress. S. 637 and H. R. 2849, the federal aid for education bills, were discussed at length. S. 637 will be brought on the floor of the Senate when and if its sponsors are assured that enough senators will change their vote on the Langer amendment to make certain its passage. Hearings before the House Education Committee have been promised but the delay in setting a date is discouraging.

Because of the discouraging outlook for the present federal aid legislation, a motion was made by *Mr. Smith*, seconded by *Mr. Stanton* and carried, that the NEA Legislative Commission be asked to study the problem from all angles and, if it is deemed expedient, to submit an emergency salary bill.

H. R. 3947 provides universal military training for every boy having reached the age of seventeen or upon graduation from high school, whichever occurs first. This would interrupt the educational program of thousands of boys and cause some never to go to college. The importance of delaying action on this bill was felt so important that a motion was made by *Mr. Stanton* that a release be sent to secretaries of state education associations at once urging them to do everything possible to delay action on this measure. Seconded by *Mr. Smith* and carried.

Should action seem inevitable, a motion was made by *Mr. Flora*, seconded by *Mr. Bowman* and carried, that Section 3 of the bill be amended by substituting "eighteen" for "seventeen," "last" for "first," and adding "provided such training would begin not later than his twentieth birthday." The effect of this amendment would be to require every boy having reached the age of eighteen or upon graduation from high school, whichever occurs last, to take a year's military training provided the training shall begin not later than his twentieth birthday.

Mr. Thalman made a motion, seconded by *Mr. Flora* and carried, that the boy be given the option of taking a year's training at one time or its equivalent during summer or winter periods.

Looking forward to the postwar period, two bills are before the Congress, S. 1478 and its companion measure H. R. 3580, providing for the disposal of surplus commodities. Provision is also made in the Baruch report entitled *War and Post-War Achievement Policies* prepared at the request of *President Roosevelt* and *War Mobilization Director James F. Byrnes*. One reflects the views of the executive, the other of the legislative branch of the government. Neither specifically gives an opportunity for schools to purchase at low cost much of the excellent equipment which will be available. It was agreed that the armed forces should have first choice of the materials which they might need, but that education should have second choice. In keeping with this sentiment, a motion was made by *Mr. Snow*, seconded by *Mr. Saunders* and carried, that the Division of Legislative and Federal Relations be asked to proceed with a positive plan in the form of an amendment making available to education the opportunity to purchase surplus war materials after the armed forces have supplied their needs.

Because *Secretary Givens* has worked more closely with the veterans' education measure, he discussed developments in this area. The Thomas Bill, S. 1509, and the Clark Bill, S. 1617, are the main bills, differing largely in the provision for the administration on the federal level. Both provide for college training of the veteran at government expense in any institution which the veteran may choose. Both provide for administration on the state level by the duly constituted state educational authorities. On the federal level, however, S. 1509 would have a director appointed by the President and placed in the U. S. Office of Education but not responsible to the Commissioner of Education. S. 1617 provides for the administration by the Veterans Administration. Educators representing twenty-one national organizations have had several meetings endeavoring to have everything pertaining to education of the veteran on the federal level in the Office of Education under the Commissioner.

TEACHER-RECRUITING PROJECT—The teacher-recruiting project administered in the Division of Publications has been made possible thru funds made available from the War and Peace Fund. *Mr. Ashby* reported that projects which have been completed or will be completed in the near future are:

1. A fine poster done in five colors, size 15 by 20 inches
2. Four leaflets
3. Two months field service in April and May by *Mrs. Freda Conaway*, West Liberty State Teachers College, West Liberty, West Virginia, to study firsthand the technics of teacher recruiting.

Projects suggested which would require additional funds are:

1. A large poster, 35 by 44 inches
2. Postcards from the poster
3. Motion picture.

REPORT ON REORGANIZATION OF COMMITTEES, COMMISSIONS, COUNCILS, AND DEPARTMENTS—The subcommittee, consisting of *Mr. Flora*, chairman; *Mr. Smith*, and *Miss Tarbell*, held several meetings with *President Joynes* and *Secretary Givens* to consider the reorganization of committees, commissions, councils, and departments. The report presented by *Chairman Flora* with changes suggested by the Executive Committee follows:

I. Convention Committees

The following convention committees are provided for in the bylaws of the Association:

1. Auditing (President)
2. Budget (Board of Directors)
3. Bylaws and Rules (President)
4. Credentials (Delegates to Representative Assembly)
5. Elections (President)
6. Necrology (Delegates to Representative Assembly)
7. Resolutions (Delegates to Representative Assembly).

II. Joint Committees

The National Education Association has committees working cooperatively with the following national organizations:

1. American Legion
2. American Library Association
3. American Medical Association
4. American Teachers Association
5. National Congress of Parents and Teachers.

The joint committee of the American Legion consists of four members appointed by the NEA and four members appointed by the American Legion. Members are appointed annually by each organization. The NEA has always appointed the chairman.

The joint committee of the American Library Association consists of ten members—five appointed by each organization. The chairmanship alternates between the NEA and the ALA. The chairman this year was appointed by the NEA. Members are appointed for a two-year period.

The joint committee of the American Medical Association consists of ten members—five appointed by each organization. The chairman is elected by the Committee. One new member is appointed by each organization to the Committee each year for a five-year period.

The joint committee of the American Teachers Association consists of ten members—five appointed by the NEA and five appointed by the ATA for one-year periods. The chairman has always been appointed by the NEA.

The joint committee of the National Congress of Parents and Teachers consists of six members—three appointed by each organization. One new member is appointed each year for a three-year period. The chairman is elected in accordance with Article VI, Section 2, of the bylaws which states: "In all committees, boards, or councils, in which the entire personnel is named that year by the President, the President shall appoint the chairmen. In all other cases the committee, board, or council, shall elect its own chairman."

It is recommended that all joint committees consist of ten members—five appointed by the NEA and five by the other organization. Each member will serve for five years and will not be eligible to succeed himself. The chairman of each committee would be elected by the committee in accordance with the bylaws.

III. Standing Committees

1. Academic Freedom
2. Cooperatives
3. Credit Unions
4. Equal Opportunity
5. International Relations
6. New Voter Preparation and Recognition
7. Tax Education and School Finance
8. Teacher Preparation and Certification
9. Tenure.

The Committee on Equal Opportunity recommended last year that this Committee be discontinued at the Pittsburgh meeting. This should be done.

The Committee on Academic Freedom should be consolidated with the Committee on Tenure—the committee then to be known as the Committee on Academic Freedom and Tenure.

The Committee on Teacher Preparation and Certification should be discontinued if and when an NEA board of education is created.

It is recommended that the Committees on Cooperatives and New Voter Preparation and Recognition be discontinued at the Pittsburgh meeting.

Other standing committees should have a direct liaison relationship either with a division or should be connected directly with the Secretary's Office under an individual assigned especially to work with committees and with departments that do not have paid staffs. The committees that would have such relationships are:

1. Credit Unions
2. International Relations
3. Tax Education and School Finance.

Each standing committee will consist of five members appointed by the president of the Association for three-year terms on a rotating basis. Each standing committee shall be responsible for planning and carrying forward the work of the Association in the particular field or area of the committee. In order to stabilize and give unity to the program of the committee, each member should be appointed for a three-year period and should never be reappointed to succeed himself in office more than once. If a member leaves the profession, his place on the committee should be considered vacant. Each committee shall be assisted by a nationwide advisory committee which will be made up of the chairmen of the committees in the same or similar fields in our state and local affiliated associations. This method will leave the selecting of all advisory committee members to local and state affiliated associations since the national advisory committee will be made up of the chairmen of local and state committees in the same or similar fields.

It is suggested that the standing committees be appointed each year by the president of the Association during the month of July; that between August 1 and September 15 the executive secretary of the Association arrange for a meeting of each of the standing committees and help them in every way possible in planning a proposed program of work for the year; that the executive secretary then be responsible for seeing that the proposed programs of the committees are sent to all members of the advisory committee for their comments and suggestions; that these be collected and that he be responsible for working with the chairmen of the committees in summarizing the suggestions and findings of the advisory members and submitting these suggestions and findings to the standing committees either by mail or at another meeting—during the month of October if possible. After the reactions and suggestions of the standing committees have been received, that the executive secretary then work with the chairman of the committee in issuing the program agreed upon as the program of the National Education Association in this particular area or field for the ensuing year; that the executive secretary work with the chairman of the committee in making suggestions and working with affiliated associations in developing a program in this field that is nationwide and effective; that the executive secretary give such help at the end of the year to each chairman as is needed in writing the report of the work of the committee for the year and preparing it for presentation to the Board of Directors and the Representative Assembly.

The Division of Research should do whatever research work needs to be done for all committees, and our Office of Public Relations should help with the publicity and public relations programs of all committees.

Committees should be created by the National Education Association whenever there is a sufficient demand from state and local committees for national leadership in a given area or function or when the NEA believes that the welfare of education and the best interests of our profession would be served by creating a new committee.

IV. National Council of Education, Commissions, and Councils

1. National Council of Education
2. Commission on Professional Ethics

3. Educational Policies Commission
4. Education and Resources
5. Legislative Commission
6. National Commission for the Defense of Democracy
Through Education
7. National Commission on Safety Education
8. National Council on Teacher Retirement.

The National Council of Education should become a clearinghouse and discussion platform for public education. At the meeting of the Council, our Association, its departments and commissions, would discuss important educational programs with other national educational organizations and with lay groups. The Executive Committee should invite to meet with the National Council each year such other national educational organizations as are interested primarily in maintaining, strengthening, and promoting a great public-school system in the interests of our democratic form of government. The National Council should meet for a two- or three-day period immediately preceding the meetings of our Representative Assembly. Such national educational organizations as are invited by the Executive Committee to meet with the Council should send their presidents and secretaries or two other representatives to this meeting. Each organization should be given an opportunity to outline its program, present its problems, and make suggestions whereby public education may serve the people of our democracy more adequately and effectively. Thru such meetings a knowledge of the programs of all organizations interested in public education would be made available, common policies agreed upon, and effective strategy planned. Wider personal acquaintance with officers of other organizations would be developed and much goodwill created.

The Executive Committee of the Association should invite leading lay organizations which are deeply interested in the public-school program to meet with the Council each year. These organizations should be invited to send their presidents and secretaries or two other representatives to the Council meeting and should be extended all the privileges and courtesies of the Council meeting.

The Commission on Professional Ethics was authorized by the Representative Assembly in 1941 on recommendation of the Committee on Code of Ethics. The Commission consists of five members of the Association appointed by the president for terms of five years each—the term of one member expiring on July 1 of each year. It is recommended that the Commission on Professional Ethics become the Committee on Professional Ethics and be classified as a standing committee.

The Educational Policies Commission was first created for a five-year period. During that time it was financed entirely by funds from the General Education Board—the amount being \$50,000 a year for each of five years, making a total of \$250,000. At the end of the five-year period, the General Education Board agreed to help finance the work of the Commission for another four-year period—a budget of approximately \$30,000 per year to be provided—half by the General Education Board and half by the NEA and the AASA. The life of the Educational Policies Commission as now constituted will end on December 31, 1944. It is recommended that we discuss with the executive committee of the AASA the future of the Commission.

The Commission on Education and Resources was appointed a few years ago in cooperation with the Progressive Education Association. On account of the lack of funds, this Commission has not yet done much constructive work. It should either become an active commission or our relationships should be dissolved.

The Legislative Commission should work closely with the Legislative and Federal Relations Division. This Division is now building a nationwide

legislative organization. The chairmen of the various state, congressional, and local committees now being created in this field should become the Legislative Commission. This Commission should have seven members appointed by the Executive Committee of the Association for a three-year period on a rotating basis.

The National Commission for the Defense of Democracy Through Education was created by the Representative Assembly at the Boston convention in 1941 upon the recommendation of the Executive Committee and Board of Directors. The National Commission consists of ten members—three *ex officio*: the president, chairman of the Board of Trustees, and executive secretary of the NEA; and seven members elected by the Executive Committee for a three-year period. The term of office of the elected members now serving ends at the Pittsburgh meeting. The work of this Commission has amply demonstrated the need for continued work by our Association in the fields served by this Commission. It is recommended that this work be made an integral part of the NEA thru creating at the headquarters office a Division of Defense and that the National Defense Commission help plan and direct the work of the Division of Defense. The membership of the Commission would be made up of the chairman of the state and local defense commissions of our affiliated associations. It is recommended that the Executive Committee of the Association appoint seven members on the Defense Commission for a three-year period on a rotating basis.

The director of the Division of Defense shall make preliminary investigations by mail, or otherwise, of all cases reported. The decision as to where and when field investigations shall be made by the Defense Commission shall be decided by the chairman of the Commission and the director of the Division of Defense. The group to make the investigation shall consist of either the chairman of the Commission or the director of the Division of Defense plus such other individuals as are needed for the particular investigation—these individuals to be selected by the chairman of the Commission and the director of the Division of Defense.

The same procedure as outlined for investigating cases in the Defense Commission should be followed by all committees and commissions of the Association conducting investigations, such as the Academic Freedom and Tenure Committee and the Commission on Professional Ethics. In order to unify and make most effective the work of our Association in the defense field, it is recommended that the Academic Freedom and Tenure Committee and the Commission on Professional Ethics work directly with the Division of Defense.

The National Commission on Safety Education has been appointed but has not begun its work due to our inability to secure a secretary for the Commission.

The National Council on Teacher Retirement works under a special agreement with the National Education Association—our Association appointing twenty-five members to serve with this Council.

Suggestions Concerning Departments

Serious consideration needs to be given to ways and means whereby our Association can strengthen and unify the work of its departments. Those departments that are sufficiently strong to have paid secretarial staffs are carrying forward fine programs. Many of the other departments which have only limited funds with which to work and which have no paid staffs need more carefully planned assistance from the headquarters staff of the Association.

We should work more vigorously toward the policy of inviting other strong national organizations to become departments of our Association. When strong national organizations are brought into the Association in

those fields in which we now have weak and struggling departments, our departments should then be consolidated with other national organizations.

Our bylaws require every member of a department to be a member of the NEA as a prerequisite to membership in the department. This bylaw should be maintained, and all departments should be encouraged to become 100 percent departments by including the NEA dues as a part of their department dues. The Executive Committee should consider with the officers of each department ways and means whereby the department can become a 100 percent membership department in the NEA. The Executive Committee should also assume the authority of making three-year agreements with other national organizations wishing to become departments of our Association.

Allied Organizations

The Executive Committee should have full authority to add to our Association a new group of national organizations to be known as allied organizations. If necessary to bring this about, a bylaw should be adopted to this effect. General requirements for becoming an allied organization should be drawn up. The Executive Committee should be given the power to make mutually beneficial three-year agreements with national organizations wishing to become allied organizations of our Association.

Mr. Stanton moved, seconded by *Mr. Snow* and carried, that the report be approved tentatively subject to revision after being studied more fully by the Executive Committee.

A motion was made by *Miss Tarbell*, seconded by *Mr. Snow* and carried, that an invitation be extended to the National Council of Chief State School Officers to become a department of the NEA.

PROPOSALS TO AMEND BYLAWS RELATING TO DUES—In keeping with the mandate of the Indianapolis Representative Assembly that "The annual dues of active members be made the subject of study by the Executive Committee and that the Committee be directed to make recommendations governing the amounts and types of dues and formulate a specific amendment to Article I, Section 3, of the Bylaws," *Mr. Snow* moved, seconded by *Mr. Flora*, that the Executive Committee recommend to the Board of Directors and to the Representative Assembly that the dues be increased from \$2 to \$3. The proposition was discussed from all angles. When the vote on the motion was taken, the Chair declared the motion lost.

Mr. Thalman moved, seconded by *Miss Tarbell* and carried, that the Executive Committee recommend to the Board of Directors of the Representative Assembly that the dues be increased from \$2 to \$3 effective beginning 1945-46.

A motion made by *Mr. Saunders*, seconded by *Mr. Thalman*, to amend Article II, Section 2, of the bylaws by striking out \$10 and inserting therefor \$50 was lost.

A motion made by *Mr. Saunders*, seconded by *Mr. Smith*, to amend Article II, Section 3, of the bylaws by striking out \$5 and inserting therefor \$10 was lost.

PUBLICATION IN MAY "JOURNAL"—A motion was made by *Mr. Stanton*, seconded by *Mr. Snow* and carried, that there be published in the May *Journal* a statement on services of the Association now and of additional services which may be given if the income increases. *Mr. Flora* suggested that a more complete statement than that published in the *Journal* be prepared for a Leaders Letter which would be sent not only to the present mailing list, but to delegates to the Pittsburgh meeting as reported.

SUBSTITUTE PAY FOR A MEMBER OF THE EXECUTIVE COMMITTEE—*Miss Tarbell* submitted a bill for \$6 as payment for a substitute teacher who relieved her when she attended the meeting of the Executive Committee in Cleveland. This bill was approved on motion of *Mr. Snow*, seconded by *Mr. Flora*, and carried.

CONFIRMATION OF APPOINTMENT OF MR. MARSTON AND MR. ARCHER—Approval of the appointment of *R. B. Marston* as director of the Division of Legislative and Federal Relations and *Glenn Archer* as associate director had been given by each

member of the Executive Committee by telephone. This action was confirmed on motion of *Mr. Saunders*, seconded by *Mr. Flora*, and carried.

MEMBERSHIP IN THE WASHINGTON BOARD OF TRADE—Membership of the Association in the Washington Board of Trade was approved on motion of *Mr. Stanton*, seconded by *Mr. Flora*, and carried.

NATIONAL COMMISSION ON SAFETY EDUCATION—Difficulty in finding a properly qualified secretary for the Commission has made it impossible for the program in this field to go forward.

FRIENDS OF THE PUBLIC SCHOOLS OF AMERICA, INCORPORATED—As a result of the mimeographed statement sent out concerning this organization, *John W. Coles*, Sovereign Grand Commander of the Scottish Rite Masons of the Southern Jurisdiction, has written to several people that the Supreme Council of Scottish Rite Masons, Southern Jurisdiction, is making contributions of funds annually to Friends of the Public Schools of America, Incorporated. *Miss Tarbell* suggested deleting or revising paragraph two of the mimeographed statement since it might be taken from its context and misused.

FREQUENCY MODULATION BROADCASTING—A few years ago, certain high-frequency bands were set aside for the use of education by the Federal Communications Commission. Unless more use is made of them, it is quite possible that they will be allocated to another group.

VISITS FROM OFFICERS FROM THE NATIONAL UNION OF TEACHERS OF ENGLAND—*Ronald Gould*, whose office as president of the National Union of Teachers of England will expire in April, and *W. Griffith*, immediate past-president of the Union, plan to visit the United States in the late spring of 1944 upon the invitation of the NEA.

MOTION PICTURE PRODUCED BY NATIONAL SCHOOL SERVICE INSTITUTE—"Pop Rings the Bell" is the name of a motion picture prepared by the National School Service Institute as a public relations project. It will be shown for the first time at the regional conference of the AASA in Chicago. Prints of the film will be made available to schools for \$69.

PUBLIC EDUCATION IN POSTWAR AMERICA—This report prepared by the Research Division at the request of the Department of Labor is nearing completion. It will not be used by the Department of Labor as a bulletin, but such information as the Department may wish will be available for use as a portion of a much larger report. The material will be issued as the *April Research Bulletin*. The recommendation that 10,000 additional copies with a different cover be printed and widely distributed was approved.

APPROPRIATIONS FROM THE WAR AND PEACE FUND—After discussing various proposals, the following action was taken: A motion was made by *Mr. Smith*, seconded by *Miss Tarbell* and carried, that the sum of \$25,000 be made available to the National Commission for the Defense of Democracy Through Education to be used in meeting emergency demands over and above the regular budget and in keeping with the purposes of the War and Peace Fund: (1) in making additional investigations, (2) in defending education against activities of outside agencies injurious to public education, and (3) for specific purposes involving teacher welfare and defense arising out of war and postwar conditions. It is further understood that this fund will be expended only upon such projects as meet the approval of both the secretary of the Defense Commission and the executive secretary of the NEA.

A motion was made by *Mr. Stanton*, seconded by *Mr. Snow* and carried, that the executive secretary be authorized to make available to the Division of Publications for preparation of additional material for the teacher-recruitment program the sum of \$3500 from the special emergency fund of \$15,000.

Miss Tarbell suggested that further consideration be given to the development of a film on the work and professional job of the teacher as a part of the teacher-recruiting project.

A motion was made by *Mr. Stanton*, seconded by *Mr. Snow* and carried, that a sum not to exceed \$5000 to pay half the cost up to \$10,000 be made available jointly by the NEA and the Educational Policies Commission to the National Association of Secondary-School Principals which will provide an equal sum for developing and promoting a postwar plan for secondary education covering the junior high-school, senior high-school, and junior-college levels of education. This appropriation is made available with the understanding that the planning and promoting of the publication be a joint enterprise between the Educational Policies Commission and the National Association of Secondary-School Principals. The plan to use and implement the program of secondary education outlined in *Education for All American Youth* by the Educational Policies Commission would be published in pamphlet form and distributed free to all school communities. It would be written for both laymen and educators to serve as a guide in community planning for a strong postwar school program.

MEETING OF THE NEW ASSOCIATION OFFICERS IN JULY—On motion of *Miss Tarbell*, seconded by *Mr. Snow* and carried, approval was given for a three-day meeting of the 1944-45 Executive Committee and Board of Directors at NEA headquarters on Monday, Tuesday, and Wednesday, July 10, 11, and 12, immediately following the Pittsburgh meeting.

CLOSER COOPERATION WITH THE NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS—In keeping with the recommendation of the state secretaries at their recent meeting at NEA headquarters, the new president, *Irving F. Pearson*, has appointed *Secretary Martin P. Moe* of Montana, *Secretary Frank L. Grove* of Alabama, and *Secretary Harvey E. Gayman* of Pennsylvania to serve on a committee to work for closer cooperation between state and national associations. The executive secretary of the NEA will serve on this committee also. The National Association of Secretaries of State Teachers Associations took action also to hold an annual meeting at NEA headquarters. A plan to aid in sharing the expenses of meetings of the new committee and the annual meeting of the state secretaries will be before the Executive Committee for consideration at Pittsburgh.

MEMBERSHIP OF THE EXECUTIVE SECRETARY ON ADVISORY COUNCIL OF THE WOMAN'S FOUNDATION—A motion was made by *Mr. Flora*, seconded by *Mr. Smith* and carried, that the Executive Committee approve the invitation for the executive secretary of the NEA to serve as a member of the Advisory Council of the Woman's Foundation.

The meeting adjourned at 6:00 p. m. to meet in Pittsburgh, Thursday, Friday, and Monday, June 29, 30, and July 3.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

PITTSBURGH, PENNSYLVANIA

THURSDAY, JUNE 29, 1944

The Executive Committee convened at 10:00 a. m. in the Hotel William Penn with the following members present: *Edith B. Joynes*, president; *A. C. Flora*, *Harold W. Smith*, *Joseph H. Saunders*, *B. F. Stanton*, *Leonard L. Bowman*, *Glenn E. Snow*, *Emily A. Tarbell*, and *John W. Thalman*. *Myrtle Hooper Dahl* and *Florence Hale* of the Board of Trustees met with the Executive Committee. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

MINUTES OF THE WASHINGTON MEETING—After minor corrections the minutes were approved.

REPORT OF THE PRESIDENT—*President Joynes* spoke briefly of the field work done during the year and of the increase in membership of 52,513—greatest in the Association's history—stating that since her full report would be given before the Representative Assembly that she would not present it at this time.

REPORT OF THE EXECUTIVE SECRETARY—*Secretary Givens* discussed briefly the mimeographed report of NEA divisions and departments and the printed report, *Teamwork*. The former outlines the year's work of the ten headquarters divisions and the twenty-nine departments. The printed report, *Teamwork*, gives the work of the entire Association in brief, graphic form. The size of the pages is the same as the *Journal* pages so that mats can be made of any one of them and used by state journals if they wish. In discussing the page having to do with federal aid, *Secretary Givens* reported that eighty-four congressmen have signed the petition to take H. R. 2849 out of the hands of the Committee on Education of the House and get it on the floor for vote. To stimulate members of the Association to write their congressmen urging them to sign the petition, a postal card setting forth the case was sent to every one of our 271,847 members—the first time an appeal has been made to the entire membership. No more signatures to the petition can be written until August 1 when the Congress reconvenes.

PROPOSED FIVE-YEAR PROGRAM OF UNIFICATION, EXPANSION, AND DEVELOPMENT—The proposed five-year program of unification, expansion, and development, which was prepared by a subcommittee consisting of *A. C. Flora*, chairman; *Harold W. Smith*, *Emily A. Tarbell*, *President Joynes*, and *Secretary Givens* and which had been previously sent out in a Leaders Letter, was read by *President Joynes*. After making suggestions for some revisions, the above subcommittee was asked to rewrite it, incorporating the suggestions and making it shorter.

Action on reorganization of the National Council of Education was postponed on motion of *Mr. Thalman*, seconded by *Mr. Stanton*, and carried. *Miss Hale* suggested that *Mr. Saunders* be asked to write a brief history of the National Council touching upon the highlights as he outlined them to the Committee.

Other motions in connection with the statement were:

Moved by *Mr. Bowman*, seconded by *Miss Tarbell* and carried, that the Commission on Professional Ethics be made a standing committee.

Moved by *Mr. Bowman*, seconded by *Mr. Thalman* and carried, that the seven members of the Legislative Commission previously appointed by the president be appointed by the Executive Committee for a three-year period on a rotating basis—the Commission selecting its own chairman.

Moved by *Mr. Snow*, seconded by *Mr. Bowman* and carried, that the seven elected members of the Defense Commission, originally elected by the Executive Committee for a straight three-year period, be elected by the Executive Committee for a three-year period on a rotating basis—no member to serve more than two terms.

Moved by *Mr. Flora*, seconded by *Mr. Stanton* and carried, to strike out the paragraph under "Departments" which pertains to the requirement in the NEA bylaws that every member of a department must be a member of the NEA first.

The revised proposal, which follows, was presented to the Executive Committee on Friday morning, June 30.

The Executive Committee bases the proposal on these convictions: (1) that the time has come for the teachers of the United States to organize themselves into one united education association; (2) that this can be most effectively done thru a planned evolution extending over a period of five years; (3) that the first step in this evolution is to bring about thru the quota system—designed to distribute responsibility equitably among the various state associations—such an increase in membership each year as will bring Association membership at the end of five years up to a total of at least 90 percent or 800,000 of the teachers of the nation. Since the NEA membership on May 31, 1944, was close to 300,000 and the goal at the end of a five-year period is 800,000, the increase each year beginning in 1944-45 must be 100,000 members. The share for each state would become effective for that state when accepted by the executive committee or board of directors of the state association.

State and local associations should be encouraged to adopt a plan of united membership under which local, state, and national membership would become

one—details to be worked out by the executive committees of the various state associations and the NEA Executive Committee so that approximately one-fifth of the states would adopt this plan during each of the next five years.

It is recommended (1) that an operating fund of \$25,000 a year (later changed to \$10,000 by the Budget Committee) be appropriated to finance expenses and adjustments growing out of the campaign for a united education association, and (2) that following consideration and action by the Representative Assembly, this five-year program of unification, expansion, and development be submitted to the various state associations affiliated with the NEA and that it become effective in each state when accepted by the association of that state.

Reorganization of NEA Committees

Convention committees—The following convention committees are now functioning and should be continued: (1) Auditing, (2) Budget, (3) Bylaws and Rules, (4) Credentials, (5) Elections, (6) Necrology, and (7) Resolutions.

Standing committees—Our standing committees are as indicated: (1) Academic Freedom, (2) Cooperatives, (3) Credit Unions, (4) Equal Opportunity, (5) International Relations, (6) New Voter Preparation and Recognition, (7) Tax Education and School Finance, (8) Teacher Preparation and Certification, and (9) Tenure.

It is recommended:

1. That the Committee on Academic Freedom be consolidated with the Tenure Committee, the new committee to be known as the Committee on Tenure and Academic Freedom.

2. That the Committee on Cooperatives be discontinued.

3. That the Committee on Equal Opportunity be discontinued and its functions assumed by other committees and commissions of the Association.

4. That the name of the New Voter Preparation and Recognition Committee be changed to Citizenship Committee.

5. That all standing committees be reorganized, the setup of the committees standardized, and that sufficient money be appropriated to make the work of standing committees of greater value to our profession.

6. That each standing committee consist of five members appointed by the president of the Association for three-year terms on a rotating basis, no member to serve more than two terms.

7. That each standing committee be assisted by a nationwide advisory committee, preferably made up of the chairmen of the committees in the same or similar fields in our affiliated state and local associations. This will help to unify the work of local, state, and national associations by placing responsibility upon affiliated state and local associations for recommending the members of the nationwide advisory committees.

8. That members of all committees shall be members of the National Education Association.

Joint committees—The National Education Association has committees working cooperatively with the following national organizations: (1) American Legion, (2) American Library Association, (3) American Medical Association, (4) American Teachers Association, and (5) National Congress of Parents and Teachers.

It is recommended that the National Education Association adopt and put into effect, if agreeable to the cooperating organizations, the following:

That all joint committees consist of ten members—five appointed by the NEA and five by the cooperating organization—each member to serve for five years on a rotating basis and not to be reappointed to succeed himself. The chairman of each committee to be elected by the committee, in accordance with our bylaws, Article VI, Section 2, which states: "In all committees, boards, or councils in which the entire personnel is named that year by the President, the President shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman."

NEA Commissions and Councils

We have the following councils and commissions: (1) National Council of Education, (2) Commission on Professional Ethics, (3) Educational Policies Commission, (4) Education and Resources, (5) Legislative Commission, (6) National Commission for the Defense of Democracy Through Education, (7) National Commission on Safety Education, and (8) National Council on Teacher Retirement.

The Commission on Professional Ethics was authorized by the Representative Assembly in 1941 on recommendation of the Committee on Code of Ethics. The Commission consists of five members appointed by the president for terms of five years each, the term of one member expiring each year. It is recommended that the Commission on Professional Ethics be made a Committee on Professional Ethics and be classified as a standing committee with five members appointed upon a three-year rotating basis, assisted by a nationwide advisory committee made up of the chairmen of the ethics committees in affiliated state and local associations.

It is recommended that the seven members of the Legislative Commission, previously appointed annually by the president, be appointed by the Executive Committee for a three-year period on a rotating basis, the Commission selecting its own chairman.

It is recommended that the seven elected members of the National Commission for the Defense of Democracy Through Education, originally elected by the Executive Committee for a straight three-year period, be elected by the Executive Committee for a three-year period on a rotating basis, no member to serve more than two terms.

Departments of the National Education Association

There are twenty-nine departments of the National Education Association.

It is recommended that the part of the bylaw, Article V, Section 2, which says "*provided*, Active members of the Association, and no others, shall be eligible to such Department membership" be suspended during experimentation with the five-year program of unification, expansion, and development.

Recommendation for Increase of Association Dues

Our Representative Assembly in Indianapolis last year instructed the Executive Committee to draft and submit a proposed amendment to the NEA bylaws to increase dues. The proposal recommended by the Executive Committee is:

Article I, Section 3

(Words or phrases in *italics* to be added;
those in brackets [] to be deleted.)

The dues of an active member shall be [\$2] \$3, *effective beginning 1945-46*, or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of [\$2] \$3, *effective beginning 1945-46*, shall be entitled to receive the "Journal." Those who pay annual dues of \$5 shall be entitled to receive, in addition to the "Journal," the "Research Bulletins" and the volume of "Proceedings." Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the "Journal," the "Research Bulletins," and the volume of "Proceedings."

The Association's budget for the year just closed was \$578,929. In the abstract, that seems like a lot of money, but when measured against the educational needs of 30,000,000 young people and the professional needs of 1,000,000 teachers, it is a pitifully small investment in our own future and is not enough to meet the problems which demand attention.

Urgent problems face our Association, our profession, and our nation. Our Association must have sufficient funds to go forward with a program in keeping with the importance of the teacher's work and the pressing needs of our times.

Our Association, if it is to meet the challenge of the times, must have an increase in dues as well as a marked increase in membership. Both are needed if we are to build a strong professional organization which will unify and expand the work of our local, state, and national educational organizations.

BUDGET REPORT—*Secretary Givens* discussed briefly the income and expenditures of the Association for 1943-44—the former being \$679,941; the latter \$615,626. The budget allowance for last year was \$578,929.

The meeting adjourned at 4:20 p. m. to meet at 9:00 a. m. on Friday morning.

FRIDAY, JUNE 30, 1944

President Joynes called the meeting to order at 9:00 a. m.

REVISED RECOMMENDATIONS ON THE FIVE-YEAR PROGRAM—*President Joynes* read the above revised statement. On motion of *Miss Tarbell*, seconded by *Mr. Stanton* and carried, it was agreed that the following amendment to the NEA bylaws be offered: Amend Article VI, Section 2, as follows (the words in brackets [] to be deleted, those in *italics* to be added), "In all *standing* committees (boards or councils in which the entire personnel is named that year by the president), the president shall appoint the chairman. In all other cases, the committee, board, or council shall elect its own chairman." The statement as amended was approved for presentation to the Board of Directors and was later adopted by unanimous vote of the Representative Assembly.

BUDGET REPORT (Continued)—*Secretary Givens* read the appropriations for the various officers, divisions, and departments for 1944-45, which were based upon last year's income. Recognizing that some items were too low to carry on an effective program, the following motion was made by *Mr. Saunders*, seconded by *Mr. Snow* and carried: that the Executive Committee recommend to the Budget Committee that the sum of \$37,500 be added to the income statement as a portion of the balance from the operations for the fiscal year ending 1943-44 and added to certain items as the Executive Committee feels that those additions are needed to meet the necessary expenses for the year 1944-45:

	<i>From</i>	<i>To</i>
Executive Committee	\$ 7,000	\$ 8,000
Elected Directors	10,000	15,000
Division of Accounts and Records.....	54,500	57,000
Promotion and Maintenance of Membership.....	19,000	25,000
Division of Publications.....	38,577	40,577
Division of Rural Service.....	11,577	17,577
Division of Legislative and Federal Relations.....	24,357	30,357
<i>Journal</i> of the NEA.....	99,000	102,000
Committees	25,000	30,000
Secretary's Contingent Fund.....	940	1,940

A supplementary budget has been prepared for 1944-45, taking into account the proposal to increase membership dues. If increased dues become effective at once, the work of the Association should be proportionately increased. A motion was made by *Mr. Bowman*, seconded by *Mr. Flora* and carried, that the supplementary budget be presented to the Representative Assembly at the time the proposed amendment to increase dues is discussed. A motion was made by *Mr. Saunders* that the Executive Committee recommend to the Budget Committee the approval of the budget as amended. Seconded by *Mr. Stanton* and carried. On motion of *Mr. Smith*, seconded by *Mr. Snow* and carried, *President Joynes* asked the subcommittee, consisting of *Mr. Flora*, chairman, with *Mr. Smith* and *Miss Tarbell*, to revise the supplementary budget.

SUMMARY OF COMMITTEE REPORTS—Printed copies of the *Summary* had been distributed to members of the Committee, and *Secretary Givens* discussed the reports,

briefly pointing out the high spots and calling attention to some of the recommendations.

PROPOSED MERGER OF THE AMERICAN COUNCIL OF SCIENCE TEACHERS AND THE AMERICAN SCIENCE TEACHERS ASSOCIATION—The American Council of Science Teachers, which is a department of the NEA, held a meeting in March 1944 to consider a merger with the American Science Teachers Association. Preliminary arrangements have been made and it is expected that the merger will be effected soon.

CONTINUANCE OF AGREEMENT WITH MENC—When action was taken by the Representative Assembly in 1940 to merge the Department of Music Education with the Music Educators National Conference, thus creating an enlarged Department of Music, it was done on a four-year trial basis. The experiment has proved mutually satisfactory to the NEA and to the MENC. A motion was made by *Mr. Bowman*, seconded by *Mr. Snow* and carried, that the present relationship between the NEA and the MENC be extended indefinitely.

INSTITUTE OF RURAL EDUCATION, INCORPORATED—The great need of greater service to rural leaders is recognized. The two major problems rural communities face are (1) how to adapt modern technology to the improvement of rural life, and (2) how to preserve and develop the basic values of rural life. As one means of solving these problems, it is proposed to publish a monthly magazine which will deal with all aspects of the educational program from the standpoint of those who must work together on education in a small community. Articles will be written in popular style with ample illustrations. It is required that the control of the magazine reside in a group which will (1) represent the major aspects of small community life and education thruout the United States, and (2) give the necessary stability. These requirements have been met by setting up a nonprofit corporation, the Institute of Rural Education, Incorporated, with a governing board and six sponsoring educational agencies. The NEA is requested to (1) approve the project, (2) sign the articles of incorporation, (3) act thru its representatives as a member of the Institute with two members on the governing board, and (4) cooperate in the preparation of special materials, the holding of conferences, or related activities as seem desirable. The Institute will be financed by the Kellogg Foundation, Battle Creek, Michigan. *Frank Cyr* of Teachers College, Columbia University, will devote part time to the undertaking. The other sponsors will be Teachers College of Columbia University, University of North Carolina, Michigan State College, University of Nebraska, and University of Montana. A motion was made by *Mr. Saunders*, seconded by *Mr. Flora* and carried, that the NEA become a sponsor of the Institute of Rural Education, Incorporated, with the distinct proviso that the NEA assumes no financial obligation.

FUTURE OF THE EDUCATIONAL POLICIES COMMISSION—*Secretary Givens* reviewed the history of the Educational Policies Commission whose life ends on December 31, 1944. The outstanding work of the Commission was emphasized and the need was stressed for a policy-making body in the Association. For the purpose of considering the future of the EPC, the executive committees of the NEA and AASA will meet jointly on Monday, July 3. A motion was made by *Mr. Saunders*, seconded by *Mr. Stanton* and carried, that the NEA Executive Committee inform the joint meeting of the committees that the NEA is willing to continue the life of the EPC to December 31, 1946, and to finance it to the extent of its ability. It was suggested that in the meantime the problem be studied seriously and at the end of the period we do whatever seems best for American education.

REPORT ON THE WAR AND PEACE FUND—*Secretary Givens* reported gross receipts of \$295,671.89; net balance after adjustments to state associations, \$278,571.40; expenditures, \$83,928.91, leaving a balance of \$194,642.49. However, the sum of \$165,000 has been appropriated, leaving the sum of \$113,511.40 available for appropriating.

AFFILIATED ASSOCIATIONS—*Secretary Givens* presented the report of the Staff Committee on Affiliated Associations. After discussing the recommendations of the

Staff Committee, a motion was made by *Miss Tarbell*, seconded by *Mr. Bowman* and carried, that this Executive Committee recommend to the new NEA president that a subcommittee be appointed to make a study on the policy in regard to affiliations.

COOPERATION WITH THE NATIONAL BETTER LIGHT BETTER SIGHT BUREAU—The National Better Light Better Sight Bureau has asked the NEA to conduct research and develop teachers' manuals for the purpose of making available much needed authoritative material on this subject—the Bureau to furnish \$1000 for the project. After discussion a motion was made by *Mr. Snow*, seconded by *Mr. Flora* and carried, that this matter be referred to the new Executive Committee with the suggestion that a committee be appointed for study and investigation.

The meeting adjourned at 4:45 p. m. to reconvene at 9:00 a. m., Saturday, July 1, 1944.

SATURDAY, JULY 1, 1944

The meeting was called to order at 9:00 a. m. by *President Joynes*.

CONFIRMATION OF APPOINTMENT OF SECRETARY OF THE SAFETY COMMISSION—On motion of *Mr. Stanton*, seconded by *Mr. Flora* and carried, the mail vote on the appointment of *Robert W. Eaves* as secretary of the National Commission on Safety Education was confirmed.

PERSONNEL OF THE SAFETY COMMISSION—Because the executive secretary of the Safety Commission was appointed late in the year and it was not possible to hold a meeting of the Commission until May 1944, a motion was made by *Mr. Thalman*, seconded by *Mr. Stanton* and carried, to extend the appointment of all members of the Commission one year.

PERSONNEL RECOMMENDATIONS—On recommendation of *Secretary Givens*, a motion was made by *Mr. Saunders*, seconded by *Mr. Smith* and carried, to approve the changes in salary and classifications as presented by the executive secretary. A copy of these changes is on file with the official records in the Secretary's Office.

EXPENDITURE FROM THE WAR AND PEACE FUND—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Smith*, seconded by *Mr. Stanton* and carried, that \$7000 be made available from the War and Peace Fund to the Department of Classroom Teachers for the purpose of holding conferences for the development of local leaders during 1944-45.

NEA STATE DIRECTOR FOR MINNESOTA—*Alice McCarthy*, having resigned as NEA state director for Minnesota and the executive committee of the Minnesota Education Association having named *Herbert R. Peterson* as her successor, a motion was made by *Mr. Saunders*, seconded by *Mr. Flora* and carried, that *Herbert R. Peterson* be elected NEA state director from Minnesota as of April 22, 1944, thru the meeting of the Pittsburgh Representative Assembly.

REPORT ON EMERITUS LIFE MEMBERS—In accordance with action taken by the Executive Committee in Milwaukee, June 1940, *Secretary Givens* reported that the following individuals have been honored by Emeritus Life Memberships since June 1943: *William Lowe Bryan*, president emeritus, Indiana University, Bloomington, Indiana; and *J. L. Meriam*, professor emeritus of education, University of California, Los Angeles.

EDUCATION PLANK IN PARTY PLATFORMS—*Secretary Givens* stated that two staff members are working with the platform committees of the two political parties in an effort to have education included as one of the planks. A suggested plank was prepared and sent to leaders thruout the country asking them to discuss the matter with their congressmen.

FRIENDS OF THE PUBLIC SCHOOLS, INCORPORATED—*Secretary Givens* read a letter written by *John H. Cowles*, Sovereign Grand Commander, Supreme Council, Scottish Rite Masons, Southern Jurisdiction, in which he states that the Supreme Council gives aid to the Friends of the Public Schools, Incorporated.

PRESENT STATUS OF TEACHER RECRUITMENT—*President Joynes* reviewed the work done in this field by the Division of Publications, made possible by an appropriation from the War and Peace Fund. Special comment was made on the pamphlet,

The Tenth Generation, and a suggestion made that it be distributed more widely, particularly to those not in the educational field.

REPORT ON CONFERENCES WITH EDITORS AND ADVERTISERS—*Secretary Givens* spoke of the great value of the meetings held during the year in New York and Chicago at which editors and advertisers were given a report on what is happening to education. The groups were intensely interested and much excellent work was done by some of the companies represented. *Wrigley*, in particular, prepared posters, ran pages in magazines, and during one week devoted a radio period each day to calling attention to the need for adequately paid teachers. *Mr. Smith* reported a very fine poster carried by the Greyhound Bus Company on the West Coast.

REPORT FROM DELEGATES TO THE CONFERENCE OF ALLIED MINISTERS OF EDUCATION, LONDON—In March 1944 the State Department appointed a delegation to collaborate with the Conference of Allied Ministers of Education. Following the return of the delegation, there was held at NEA headquarters a meeting at which members of the delegation reported on the Conference. These members had the feeling that by making a small beginning in international rehabilitation of the occupied countries, the groundwork may be laid for a wider and more inclusive program looking toward an international agency of education.

The Executive Committee adjourned at 9:45 a. m. and reconvened at 10:50 a. m. following the meeting of the Board of Trustees.

COMMENDATION OF WORK OF BOARD OF TRUSTEES—A motion was made by *Mr. Flora*, seconded by *Mr. Thalman* and carried by a rising vote, that the Board of Trustees be commended for the high quality of its work.

PROPOSAL FOR WORLD TRAVEL SERVICE—It has been proposed that the NEA establish camps in various regions of the country to which teachers could go for rest and to become more familiar with their own country and also that, when conditions for travel either by bus, rail, or water are available, the Association set up a travel service, making it possible for teachers to visit the countries of the world at a nominal cost and to stay in these countries long enough to learn something of the life of the people. The program would be designed to serve the specific needs of the teacher. It would be a means of developing goodwill and understanding. It was proposed that this travel service, after it was set up and started, would be self-sustaining. Action was deferred for the new Executive Committee.

WORLD EDUCATION SERVICE COUNCIL—*Reinhold Schairer*, in charge of the work on educational reconstruction at New York University, is working on the foundation of a World Education Service Council and has invited the Association to become a part of it. After considerable discussion, a motion was made by *Mr. Smith*, seconded by *Mr. Thalman* and carried, that while the NEA is interested in the welfare of teachers of the subjugated countries and hopes to be of help to them, it is the belief of this Committee that the NEA, as the leading educational organization in this country, should deal directly with the teachers of those countries. A motion was made by *Mr. Smith*, seconded by *Mr. Thalman* and carried, that this Committee recommend to the new NEA Executive Committee that definite consideration be given to the problem of rendering service at the proper time to the teachers in the subjugated countries.

REPORT OF SUBCOMMITTEE ON SUPPLEMENTARY BUDGET—*Secretary Givens*, reporting for *Mr. Flora*, chairman of the subcommittee to revise the supplementary budget, suggested the following for the guidance of the Budget Committee: If membership dues are increased now, additional money should be used by the Executive Committee to carry forward the program of the Association along these lines:

1. Development of work of affiliated local associations thru field service from headquarters and thru local and state associations.
2. Increased activity in the field of tax education and school finance.
3. Increased legislative and federal relations activities.
4. Greater development in the field of international relations.

ADJUSTMENT OF VACATION AND SICK LEAVE FOR TEMPORARY EMPLOYEES—On motion of *Mr. Thalman*, seconded by *Mr. Stanton* and carried, the following recommenda-

tion was adopted: That the following schedule for vacation and sick leave allowance for temporary employees be effective June 1, 1944:

First year of service: vacation 12 days; sick leave 9 days

Second year of service: vacation 16 days; sick leave 12 days

Third year of service: vacation 20 days; sick leave 15 days.

ELIGIBILITY FOR RETIREMENT ANNUITY INSURANCE—No action was taken on the proposal to postpone issuance of retirement annuity policies until employees had served at least three years on the permanent roll.

POLICY OF RETIREMENT—The following recommendation, which makes it possible for an employee over sixty years of age to retire before reaching the age of sixty-five years and receive full retirement benefits, was adopted on motion by *Mr. Snow*, seconded by *Mr. Stanton* and carried: That when it appears to be to the mutual advantage of such employee and the Association that retirement be effective prior to age of sixty-five, the Executive Committee, upon recommendation of the executive secretary, may provide for such retirement under this plan: That the Association assume the payment of insurance policy premiums until the employee reaches the age of sixty-five, and that the Association also pay monthly to the employee the amount of benefits provided by the policy until the employee reaches the age of sixty-five years, at which time his policy becomes effective in the regular manner. (On July 3, this action was reconsidered and tabled.)

CONSIDERATION OF DEPARTMENTAL STATUS FOR THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES—*Secretary Givens* read a proposed agreement by which the American Association of Junior Colleges could apply for departmental status if the reorganization plan is approved.

TAX EXEMPTION ON RETIREMENT ALLOWANCES—The injustice of the present plan of taxing retirement allowances was discussed but no action was taken.

SHARING EXPENSES OF ANNUAL MEETING OF STATE SECRETARIES—At a meeting of state secretaries in Washington this winter, it was arranged to hold an annual meeting there. The question of the NEA sharing the expenses of such a meeting was discussed and it was agreed that some plan should be developed. It also was agreed that the NEA should bear a portion of the expenses of any meeting of the liaison committee that might be held.

ARIZONA'S MEMBERSHIP PLAN—*Harold W. Smith* read a proposed agreement whereby the local, state, and national membership dues would be collected by the local association—the state and national associations reimbursing 25 cents each to the local association for services in collecting dues, for strengthening locals already organized, and to encourage unorganized groups to form local associations. It is a proposal to enter into a contract for experimental purposes and to build from the local up.

After expressing her sincere appreciation to members of the Committee for their loyal cooperation and support, *President Joynes* declared the meeting adjourned at 4:30 p. m.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

JOINT MEETING OF THE NEA EXECUTIVE COMMITTEE WITH THE EXECUTIVE COMMITTEE OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

JULY 3, 1944

PITTSBURGH, PENNSYLVANIA

A joint dinner meeting of the executive committees of the NEA and AASA was held in the Hotel William Penn for the purpose of considering the future of the Educational Policies Commission. NEA Executive Committee members present were:

Mrs. Edith B. Joynes, president; Leonard L. Bowman, A. C. Flora, Joseph H. Saunders, Harold W. Smith, B. F. Stanton, Glenn E. Snow, Emily A. Tarbell, and John W. Thalman. Members of the executive committee of the AASA present were: N. L. Engelhardt, president; John L. Bracken, Henry H. Hill, Howard Pillsbury, W. Frank Warren. The executive secretaries of the two organizations, Willard E. Givens, NEA, and S. D. Shankland, AASA, were present.

The meeting was called to order by *President Joynes*.

The work of the Educational Policies Commission was discussed at length—all agreeing that no agency has done the type or quality of work of the Commission and that it would be unthinkable not to have an organization like the Educational Policies Commission. Critical problems will be faced when peace comes which will need the best minds education can find for their solution.

A motion was made by *Joseph H. Saunders*, seconded by *W. Frank Warren* and carried, that the executive committees of the NEA and the AASA authorize the continuation of the Educational Policies Commission for two years from December 31, 1944, and that during this period a study be made to determine what the long-time plan should be in the policy field.

It was agreed that an early fall meeting of the two executive committees would be held to consider the personnel of the Commission. The size of the Commission will be reviewed at the fall meeting.

The meeting adjourned at 8:10 p. m.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

MONDAY, JULY 3, 1944

The Executive Committee convened at 8:20 p. m. to reconsider the action taken at the meeting on July 1 on the retirement policy. All members of the Committee were present. A motion to reconsider the vote taken approving the policy on retirement was made by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried. After some discussion a motion was made by *Miss Tarbell*, seconded by *Mr. Smith* and carried, to table the policy of retirement for further consideration at the next meeting. *Mr. Flora* dissented.

The meeting adjourned at 8:45 p. m.

WILLARD E. GIVENS, *Executive Secretary*
EDITH B. JOYNES, *President*

SATURDAY, JULY 8, 1944

A joint breakfast meeting of the new Executive Committee and the new Board of Trustees was held in the Hotel William Penn on Saturday, July 8, at 7:30 a. m. While the new president, *F. L. Schlagle*, met with the Board of Trustees, the first vicepresident, *Mrs. Mary D. Barnes*, presided, calling the meeting to order at 8:25 a. m. Other members present were: *Leonard L. Bowman*, *Mrs. Edith B. Joynes*, *L. V. Phillips*, *Glenn E. Snow*, *B. F. Stanton*, and *Emily A. Tarbell*. *F. L. Schlagle* and *Joseph H. Saunders* joined the Committee following adjournment of the meeting of the Board of Trustees. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present.

ARIZONA PLAN—The contract submitted by the Arizona Education Association provides for the collection of local, state, and national dues by the local associations. The national and state associations are to reimburse the local associations 25 cents each for services rendered as an incentive to create new locals and to strengthen those already organized. After *President Schlagle* returned and took the Chair, a motion was made by *Mrs. Barnes*, seconded by *Mr. Phillips* and carried, that the Arizona contract be approved and entered into for a period of one year.

MEETING PLACE 1945—*H. A. Allan*, business manager, discussed the possibilities of meeting in Buffalo, which the Board of Directors, by a preferential vote of 36 to 24, favored as the 1945 meeting place. He stated that the convention bureau is prepared to execute a contract backed by the school people. A motion was made by *Mr. Saunders*, seconded by *Mr. Phillips* and carried, giving authorization for holding the convention in Buffalo during dates to be set at the next meeting of the Executive Committee.

OREGON PROPOSAL—*Secretary Givens* read the proposal made by the Oregon State Teachers Association which provides that membership in the state and national associations be on a reciprocal basis. No teacher in Oregon will be accepted for membership in either state or national associations unless she joins both associations. After some discussion a motion was made by *Mr. Saunders*, seconded by *Mrs. Barnes* and carried, that the Oregon contract be approved and entered into by the Association for one year.

POLICY OF NOTIFYING LOCAL AND STATE ASSOCIATIONS OF VISITS BY OFFICERS AND STAFF MEMBERS—A motion was made by *Mr. Saunders*, seconded by *Mr. Snow* and carried, that the policy be adopted of giving adequate notice to state and local affiliated associations when NEA officers, committee members, and staff members have engagements in the state, and that this policy also apply to departments.

RECOMMENDATIONS FROM THE DEPARTMENT OF CLASSROOM TEACHERS—*Mrs. Beulah Keeton Walker*, newly elected president of the Department of Classroom Teachers, came before the Committee at this time to bring the greetings of the Department and certain recommendations for the consideration of the Executive Committee. A motion was made by *Mr. Snow*, seconded by *Miss Tarbell* and carried, that the payment of substitutes for any member of the Executive Committee of the Department of Classroom Teachers during the school year 1944-45 be authorized provided the persons who are absent are on Department duty and the expenses are authorized and approved by the president of the Department of Classroom Teachers. Feeling that the Department of Classroom Teachers had a part in the establishment of the National Commission for the Defense of Democracy Through Education, the Department is anxious that the work undertaken by the Commission be continued. Since this work affects so definitely the welfare of classroom teachers, the executive committee of the Department urged that careful consideration to the personnel of the Commission be given and that at least four classroom teachers be selected to serve thereon.

PROPOSAL FOR NEA REGIONAL OFFICE—Leaders in the Pacific Northwest, particularly the group represented by the Inland Empire Association—Washington, Oregon, Idaho, and Montana—have suggested the possibility of having the NEA regional office located in Spokane with a full-time secretary—the personnel to be approved by the state secretaries and directors of the states affected. After discussing the proposal a decision was reached that it was not wise at this time to establish a regional office of the NEA. A motion was then made by *Mrs. Joynes*, seconded by *Mrs. Barnes* and carried, that in lieu of a regional office a capable field worker be sent out by NEA headquarters to these four states for the months of September, October, and November to work intensely on membership—the itinerary to be determined by the four states.

APPROPRIATIONS FROM WAR AND PEACE FUND—After discussing various proposals, the following actions were taken: A motion was made by *Mr. Phillips*, seconded by *Mrs. Joynes* and carried, that an amount not to exceed \$700 be made available to the National Council for the Social Studies to be used in meeting demands over and above the regular budget and in keeping with the purposes of the War and Peace Fund for calling together a few people to plan for a bulletin on the place of social studies in making and keeping the peace.

A motion was made by *Mr. Bowman*, seconded by *Mr. Snow* and carried, that \$30,000 be made available to the Department of Rural Education for promoting the interests and welfare of rural girls and boys and for strengthening rural schools in the midst of the stress and strain of the war and in helping rural edu-

cation meet the competing demands of the postwar days. It is understood that the amount to be expended in any one year will not exceed \$10,000. A motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes* and carried, that \$3600 be made available to finance the Leaders Letter—this amount to be used to increase the frequency of the letters and to assure their distribution to larger numbers of people. A motion was made by *Mr. Snow*, seconded by *Mr. Bowman* and carried, that an additional amount of \$2000 be made available to replenish the Secretary's Fund.

REQUEST FOR COPIES OF EDUCATIONAL BILLS—A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman* and carried, that members of the Executive Committee be sent copies of the most important educational bills.

PAST-PRESIDENT'S KEY FOR MRS. PRESTON—A motion was made by *Mr. Snow*, seconded by *Mr. Bowman* and carried, authorizing a past-president's key for *Mrs. Josephine Carliss Preston*, president of the Association in 1919-20.

AGENDA FOR MEETINGS—*Secretary Givens* was asked to furnish a tentative agenda prior to the meetings of the Executive Committee. A motion to adjourn was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried.

WILLARD E. GIVENS, *Executive Secretary*
F. L. SCHLAGLE, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

SATURDAY MORNING, JULY 1, 1944

PITTSBURGH, PENNSYLVANIA

The Board of Trustees of the National Education Association met in Hotel William Penn at 9:45 a. m., pursuant to the call of the chairman of the Board. Members present were: *Joseph H. Saunders*, chairman; *Florence Hale*, secretary; *Myrtle Hooper Dahl*, *Edgar G. Doudna*, and *Edith B. Joynes*. In accordance with regular practice, members of the Executive Committee were present also.

The meeting was called to order by *Chairman Saunders*. Minutes of the previous meeting were approved without reading.

FINANCIAL REPORT—The chairman gave the report of the Permanent Fund of the Association showing gross assets of \$975,003.10 on May 31, 1944. While the gross assets of the Permanent Fund have increased during the year by the amount of \$13,077.82, the net assets have decreased by the amount of \$12,732.18. The difference is accounted for thru the fact that the reserve for anticipated loss on life membership notes was increased by action of the Board of Trustees and by the increase of \$17,000 in the Reserve for Building Depreciation. All space in the administration building is fully occupied so that there is no room for expansion of any Association activities or to accommodate any departments seeking offices in the building. It is evident that early consideration must be given to building expansion. On motion of *Mrs. Dahl*, seconded by *Mrs. Joynes* and carried, the report was adopted for presentation to the Board of Directors.

Secretary Givens made the following recommendation regarding life membership cancellations: that the Board approve the cancellation of thirty-four life memberships, the members having died since June 1, 1943. A motion was made by *Mrs. Joynes*, seconded by *Mr. Doudna* and carried, that these thirty-four life memberships be canceled and the sum of \$255 be charged off which represents unpaid balances on notes.

On motion of *Miss Hale*, seconded by *Mrs. Dahl* and carried, the meeting adjourned at 10:50 a. m.

JOSEPH H. SAUNDERS, *Chairman*
FLORENCE HALE, *Secretary*

SATURDAY, JULY 8, 1944

The meeting of the new Board of Trustees was called to order at 9:30 a. m. in the William Penn Hotel by the chairman. The following members were present: *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, *Myrtle Hooper Dahl*, *Florence Hale*, and *F. L. Schlagle*.

The Board was organized for the year 1944-45 by the election of the following officers: chairman, *Joseph H. Saunders*; vicechairman, *Edgar G. Doudna*; secretary, *Florence Hale*.

Chairman Saunders presented a recommendation from *Willard E. Givens*, executive secretary of the Association, based on advice from the auditor that the Board of Trustees authorize an increase in the Special Account to the amount of \$75,000 and that the Petty Cash Fund be increased from \$500 to \$1000. It was explained that the increases in amounts of payrolls and current local expenses due to Association and department expansion require a larger amount on deposit in the Special Account which is drawn on by check of the executive secretary.

After discussion, it was moved by *Mr. Doudna*, seconded by *Mrs. Dahl* and carried, that deposits up to a maximum of \$75,000 be authorized in the Special Account but that the present maximum amount of \$500 in the Petty Cash Fund be unchanged.

In view of the increased cash responsibility of the executive secretary by the preceding action, it was moved by *Mr. Doudna*, seconded by *Mrs. Dahl* and carried, that the fidelity bond of the executive secretary be increased from \$50,000 to \$75,000.

Chairman Saunders then raised the question of investing in war bonds. It was moved by *Mrs. Dahl*, seconded by *Mr. Doudna* and so voted, that the chairman of the Board be authorized to make such investments of Permanent Funds.

Chairman Saunders then presented the subject of a proposed survey of the lighting facilities of the NEA building to determine what changes and improvements might be desirable.

After discussion, it was moved by *Mr. Doudna*, seconded by *Mrs. Dahl* and carried, that the lighting of the offices in the NEA building be investigated and methods to alleviate the situation be undertaken by the chairman of the Board or by a person deputized by him to do so.

A resolution for borrowing money was presented by *Mr. Doudna*. *Mrs. Dahl* moved its adoption, seconded by *Miss Hale*, and so voted. The resolution follows:

Resolved, that *Joseph H. Saunders*, chairman of the Board of Trustees, and/or *Edgar G. Doudna*, vicechairman, and *Willard E. Givens*, executive secretary of the Association, be authorized to borrow from the National Metropolitan Bank of Washington, D. C., or from any other bank or banker, a sum of money not to exceed \$60,000, in six notes of \$10,000 each, or as much thereof as may be needed, for current obligations of the Association, when and as such needs occur.

Following the statement of *Chairman Saunders* that the net income for the fiscal year ending May 31, 1944, was \$61,161.32, this representing the excess of receipts over expenditures within the year, the Board stated its satisfaction with this excellent financial situation and recommended that \$50,000 of this balance be transferred in October to the Permanent Fund and be invested by the chairman of the Board.

The meeting adjourned at 10:15 a. m. subject to call of the chairman and with the understanding that the next meeting of the Board would be held in Washington at the time of the early fall meeting of the Executive Committee.

JOSEPH H. SAUNDERS, *Chairman*
FLORENCE HALE, *Secretary*

ANNUAL REPORT OF THE EXECUTIVE SECRETARY

JUNE 1, 1943–MAY 31, 1944

Willard E. Givens

Teamwork, the annual report of the executive secretary, has been published in graphic form, but I am issuing this supplementary statement concerning the work of our divisions and departments. The printed *Summary of Reports of Committees, Commissions, and Councils* outlines their chief accomplishments. *Teamwork*, this supplementary statement, and the printed *Summary* cover the highlights of the work of the National Education Association during the year 1943-44. (Reports of departments will be found beginning on page 111.)

I wish to express my sincere appreciation for the counsel and cooperation of the president and members of the Executive Committee, the Board of Trustees, the Board of Directors, and all members of the headquarters staff for their efficient help and loyal cooperation during the year.

Helpful cooperation has been extended by the members of our departments, committees, commissions, and councils. The secretaries of state education associations have been most helpful and cooperative as have the state superintendents and the presidents of the state education associations. I am appreciative of the help given to the NEA by the state and local affiliated associations, by the delegates to the Representative Assembly, and by thousands of outstanding educational leaders in our classrooms and administrative offices. Each member of our Association, thru the contribution of membership dues, thru suggestions, and thru personal work and loyal cooperation, has helped to carry forward the Association's program of service to our children, our youth, our teachers, and our nation.

SECRETARY'S OFFICE

Harriett M. Chase

The office of the executive secretary serves as a clearinghouse for the ten headquarters divisions. The nine departments housed in the administration building, together with the twenty others and the thirty committees, commissions, and councils, are coordinated thru the work of this office.

The policy-making bodies of the Association are the Representative Assembly, Board of Directors, and the Executive Committee. It is the business of the headquarters staff to carry out the policies and plans which these bodies adopt.

Calls upon the executive secretary for participation in conferences and for addressing various groups have increased many fold and have added materially to what was already a heavy schedule.

During this past year it has become increasingly difficult to secure adequate and competent clerical and stenographic help. In view of the many handicaps, including demands by the government and a salary schedule in government agencies which the Association cannot match, the Association has been fortunate in securing help without too serious delays. Those in clerical positions on the staff who have served faithfully for many years are to be especially commended for carrying additional loads in a cheerful and effective manner.

Thousands of pieces of mail are handled daily in the Secretary's Office where all in-coming mail is opened, stamped, and distributed. Much of it is answered here. In addition to this general correspondence, much of the work of the officers of the Association, particularly the president, is done here. Correspondence with committee chairmen and members, and department officers not housed at headquarters seems to be heavier than in previous years.

Work on the program and delegates' manual is done in this office. The correspondence for the president with those participating on the program is carried on here. Also in this office all official documents, such as minutes of the Executive Committee and Board of Trustees, are prepared for the permanent record.

In keeping with the needs of education in the years just ahead, the Association carries forward a far-reaching program. We are determined that we shall not side-step the eternal debt of maturity to youth—that of providing an educational opportunity for every child everywhere.

ASSOCIATE SECRETARY

William G. Carr

The principal duties of the associate secretary during the year have been:

1. To represent the Association at meetings and conferences as required by the executive secretary, chiefly in the field of international relations. The Association has been represented at state, regional, and national meetings in seventeen states and nineteen cities, including two regional conferences of the American Association of School Administrators; twenty-four addresses on *Education and the People's Peace* before educational and civic groups; the West Virginia and Delaware State Education Associations and the Quebec Teachers Association; the International Education Assembly, the United Nations Forum, and the Liaison Committee for International Education; institutes for the International Labor Organization and the United Nations Relief and Rehabilitation Administration; conferences with officials in the Department of State, the U. S. Office of Education, the Children's Bureau, the Office of War Information, and other government agencies; the National Association of State Universities; conference on providing educational opportunities for students from the war-torn countries; conference on the administration of educational programs sponsored by the federal government; conferences with visitors from foreign countries interested in education, including the

Netherlands Minister of Education, members of the Egyptian educational missions, the Philippine Embassy, the Canadian Teachers' Federation, and others.

2. To assist the new Department of Higher Education.

3. To collect material for the secretary's annual report.

4. To cooperate with the Book-of-the-Month Club in preparing and distributing 20,000 copies of *A Reader's Guide to Education*.

5. To edit, at the request of the Office of War Information, a volume on American public education for use by teachers in Great Britain.

6. To serve as secretary of the Educational Policies Commission. This last activity now requires the major part of the time available. A separate report on the Educational Policies Commission will be found in the printed *Summary of Reports of Committees, Commissions, and Councils*.

ACCOUNTS AND RECORDS

Mary J. Winfree

The accelerated program of the Association has brought increased activity and responsibility to the Division of Accounts and Records where all the funds, including the permanent funds, for the entire Association, departments, commissions, and committees are received and disbursed.

The volume of work has been so great that this division of the Association maintained a forty-seven-hour week from October 1 thru February 15, a number of the individual members of its staff working many additional hours.

War and Peace Fund—All receipts and disbursements for this fund are made thru this division. Statements are prepared for all state reports as well as consolidated reports. A total of \$296,000 has passed thru our hands—\$17,000 of which has been returned to states, leaving a net balance of \$279,000.

NEA memberships—All NEA membership records are in this division. There has been an increase of \$52,513 in regular memberships. We now have 271,847 paid members.

Life members—Life memberships continue to grow—a net increase of sixty-nine members for the year. A number of members in the armed forces have asked for suspension of payments for the duration.

The Division constantly gives reports and statements on the status of the membership, compiles the figures, and does the typing of the membership reports which are distributed semiannually for promotional purposes.

100 percent record—The continued growth of 100 percent records shows the interest of the profession in maintaining this high standard. Comparisons for the last year are as follows:

<i>School year</i>	<i>Schools</i>	<i>Cities</i>	<i>Counties</i>	<i>State teachers colleges</i>
1943-44	11,773	945	191	42
1942-43	9,029	726	121	38
Difference	2,744	219	70	4

Addressing the "Journal"—Addressing the *Journals*, at night, by trained operators—an experiment this year—has been very satisfactory. The increased number of *Journals* have been addressed within the time schedule arranged for a lesser number, and the costs compare most favorably with that of other years. Having access to the records during the day, the elimination of noise, and heavy lifting by our women clerks—all have been helpful.

Registration service—We maintain registration and information service at the annual meeting, receive dues, and issue checks including those given to delegates in part payment of their expenses.

Membership records for departments—We maintain and service membership records for the following departments: Adult Education, American Educational Research Association, Garden Education, Higher Education, and Rural Education.

Sales of publications—Publications for the NEA, departments, commissions, and committees are handled: (1) thru cash sales, whereby the original order comes to the Division, is detached, and the order sent to the mailing room; and (2) credit sales, whereby the publication is sent and the Division collects the amount due.

Publications are sold at cost, a number of them selling at one cent and ten cents. The volume is large and requires many hours of work to complete.

Addressing and graphotype—In addition to items already enumerated, the Division is responsible for graphotype and addressing service for the entire Association, departments, committees, and commissions. We maintain an addressograph file of over 90,000 plates which is constantly in use by the whole Association in the promotion of membership, sales of publications, and the dissemination of information. In addition we address regular publications for departments and broadcasts to their members, and address bills for their memberships and publications.

This work increased this year by hundreds of hours of manpower, due to the accelerated program of the Association and the desire of the departments that each of its members receive available information from the government and other sources.

The lack of trained clerical help is the gravest problem facing the Division. This problem can only be met by a salary schedule commensurate with that paid by the government.

BUSINESS

H. A. Allan

Wartime conditions have increased and have complicated the activities of the Division. Methods of dealing with business firms have radically changed. We are able to purchase some materials in satisfactory quality and quantity only on account of our previous record of patronage. In our own sale of advertising, exhibit space, and in other contacts, we cannot meet demands made upon us. The necessary and generally well-handled control by government agencies completely changes our approach on many things,

whether it be personnel, working hours, priorities for materials, paper supply, fuel allotment, or travel.

Financial problems, too, have been reversed. For the first time in two decades, we experience conditions whereby there has been no problem of balancing the budget so far as adequate income to meet necessary operating expenses is concerned. With income from membership larger by \$105,000, advertising gains of \$10,000, and resumption of exhibits at the AASA conference producing an unanticipated \$10,000, the gain is substantial and healthy.

It is hoped that overoptimism will not prevail in planning expenditures for 1944-45. We have a clear opportunity to create a reserve fund. Such a fund would eliminate the condition which has obtained for years whereby the Association must borrow from banks, or from the surpluses of departments, in order to carry on its operation of from two to three months of the summer period when income is slight. Such surplus, which should be built to the amount of at least \$100,000, might be drawn upon during years when income fails to reach the amount of the budgeted expense. Unless the amount of the annual dues is increased, there can be no substantial expansion of the budget beyond some moderate increases for established activities which must be enlarged for the purpose of rendering direct increased service to the membership.

A real concern for the future is the ability of the Association to carry on activities now supported by the War and Peace Fund. The problems of the peace may be greater than those of the war, and the demands for service to the profession arising from problems of the peace should be protected by more conservative planning of expenditures from the fund for current enterprises and projects.

Operational problems have been many. The lengthened work-week has helped materially in the matter of reduced personnel and adjustment of compensation, but it has been exceedingly difficult to maintain a balance between the rates paid to employees of long service and those engaged to fill vacancies or for emergency work. A narrow course has been steered between the restrictions of the wage stabilization laws and the practical restrictions of supply and demand. Some way must be found to increase the earnings of regular employees in clerical and stenographic positions.

Restrictions on use of paper require constant planning and accounting for the periodicals and books of the Association and its departments. In the case of the *Journal*, it has been necessary to print an average of 275,000 copies per issue in 1944 altho using only 75 percent of the amount of paper from which an average of 228,000 copies for the corresponding issues was printed in 1942.

Property conditions are excellent. A steady program of maintenance has been carried on. Conversion of one of the boilers from oil to coal, with stoker feed, has given particularly satisfactory heating results. All office space in the building is used to capacity. An immediate postwar problem is a further building addition.

FIELD SERVICE

Charl Ormond Williams

Institutes

A total of fifty-seven institutes in twenty-five states in 1943 brought the total of institutes, since their beginning in 1938, to 263 in 116 colleges and universities in thirty-eight states. These conferences have reached at least 71,000 people.

The majority of the institutes have had the cooperation of the teacher education institutions, the state education associations, the state departments of education, the state congresses of parents and teachers, and the National Education Association. They have been cooperatively planned by representatives of these groups and representatives of all the various levels of the profession. The Division of Field Service has served as a clearinghouse for the institutes thruout the country, promoting their organization thru mimeographed bulletins and thru reprints of pertinent articles from state journals and other sources. In the fall of 1943 an 18-page report of the work of the summer listed institutes state by state and gave high points of each conference.

The Educational Policies Commission issued a separate study guide on its publication, *Education and the People's Peace*. These have been distributed to institute directors with an offer of additional copies for planning committee members. More than fifty institutions have said definitely that an institute will be held in 1944. Much personal and individual correspondence is carried on with institute directors, planning committee members, and representatives of sponsoring groups. A group of staff members this spring worked together to the end that five outlines were worked out and sent to institutions, giving subjects which planning committees might take and work out in their own fashion as subjectmatter for the panels, forums, and discussion groups, which are the backbone of an institute on professional or public relations. The outlines were on the following problems:

Sound Professional and Public Relations of Teachers, A Mighty Factor in:

1. Recognizing education in the people's peace
2. Securing federal aid to education
3. Meeting legislative issues in education now before the state
4. More successful recruitment of teachers
5. The development of public opinion favorable to public education.

Nine states are working on a statewide basis for 1944 institutes. Thruout the country, numerous colleges have requested a representative from the headquarters staff of the NEA to attend their institute.

Travel

In spite of an accident which kept her out of the office for three months, the director of field service visited seven cities in six states and one foreign country. One of these cities she visited twice and another three times. She attended at least 118 group conferences and held more than 100 important

individual conferences, touching at least 5000 people. On a notable vacation trip to Mexico City, she had conferences and social engagements with *Señor* Antonio Betancourt y Porez, who is a prominent Mexican educator and a representative in the Mexican Congress; with *Señor* Alejandro Carrillo, the editor of *El Popular*, one of the radical labor publications in Mexico; with Professor Rafael Ramirez, the father of the rural education system in Mexico; and with Jean Wallace, the daughter of the Vicepresident of the United States.

In Austin, Texas, the director of field service attended the Fourth Institute on Professional Relations at the University of Texas where, at a luncheon to which representatives of all the teacher education institutions in Texas were invited, a series of eight institutes was planned for 1944 at as many colleges or universities in the state.

In New York in October the director of field service broadcast over the National Broadcasting Company on the Inter-American University of the Air "For This We Fight" series, speaking on "New Plans for Education." According to the Hooper poll, one out of every four radios in the United States was tuned to this program—one of the largest hookups of any on the air. This poll estimates a listening audience of 4,000,000 people.

At the University of Maryland the director of field service attended a statewide meeting on institutes on professional and public relations for 1944. Included were representatives of all the teacher education institutions in Maryland, the state department of education, the state education association, the state congress of parents and teachers, and the NEA. The third annual event of this nature in Maryland, the conference at the University looks toward a series of at least five institutes in the state in 1944.

Federal Aid

A great deal of work done in Washington is around the luncheon, dinner, or tea table. Meetings of this variety and others which the director of field service attended in Washington, as the representative of the NEA during 1943-44, totaled seventy-one. To these may be added at least thirty-five important individual conferences. The greater part of this work concerned federal aid to schools.

The director of field service—the NEA's delegate to the Women's Joint Congressional Committee, of which the NEA is one of twenty-one member organizations—meets regularly with the Committee once a month. This group is divided into committees to work for legislation in various areas. The WJCC Legislative Committee on Federal Aid for Education—of which Mrs. Marion H. Britt of the National Federation of Business and Professional Women's Clubs is chairman and Mrs. Harriet A. Houdlette of the American Association of University Women is secretary—worked valiantly in cooperation with the NEA for S. 637 when it came up for vote on the Senate floor and for H. R. 2849 in an effort to bring it to a vote before Congress adjourned.

During the time the federal aid campaign in the Senate was at its height, the WJCC Legislative Committee on Federal Aid met with NEA repre-

representatives and representatives from the field in informal conferences, at breakfast, and at a luncheon conference. Arrangements for all of these meetings were made by the Division of Field Service.

The director of field service worked with lay groups, not only those holding membership in the WJCC, but thru as many outside groups as possible, to assist in any way the new director and associate director of the Legislative and Federal Relations Division of the NEA, making contacts for them with representatives and senators who had worked with the director of field service in years gone by or whom she knew well for other reasons.

In April the director of field service was asked to work with the associate director of the Legislative and Federal Relations Division to the end that good planks on education would be included in the 1944 platforms of both major political parties. Lists of members of the national committees and officers of the state committees were secured from the headquarters of both parties. Letters were written and conferences held with these people and others high in the circles of political activity. The director of field service will attend the 1944 convention of each party and work there with members of the platform committees and others to the end that a plank on education will be adopted.

Articles and Special Requests

Among the periodicals for which the director of field service has written articles during the past year are the *Texas Outlook*, the *Elementary School Principal*, and *National Parent-Teacher*. In addition, she had interviews with representatives of publications and newspapers, including the *Pathfinder*, the *Washington Post*, and Austin, Texas, papers. Some requests for articles have been referred to other divisions: a request from the *Clubwoman* to the director of the Legislative and Federal Relations Division; a request for a radio script on federal aid to the director of public relations.

This year the NCPT published the fifth book, the *Parent-Teacher Organization*, to which the director of field service contributed as a part of her twenty-one years of service on the NCPT board. This book, for which the director of field service wrote the ninth chapter, is designed as a textbook in teacher education institutions.

Another significant piece of work coming to a climax after years of consideration is the professional relations study of the National Federation of Business and Professional Women's Clubs. This study the director of field service recommended in 1937 during her last year of presidency of the National Federation.

LEGISLATIVE AND FEDERAL RELATIONS

R. B. Marston

This division was authorized at the 1943 annual meeting of the NEA Representative Assembly at Indianapolis, Indiana. It came into existence January 1, 1944. Its area of service includes educational objectives that can be realized thru action by Congress and thru understanding and cooperation with federal bureaus, agencies, and departments.

Legislative Objectives, 78th Congress

During the seven months' interval between January 1, 1944, and the 1944 meeting of the Assembly, the Division concentrated upon the following six objectives: (1) increased federal aid to public education; (2) veterans' education; (3) disposal of war surplus materials; (4) school lunch program; (5) universal military training; and (6) extension of price controls and rationing. Chief emphasis fell upon the federal aid objective.

In its efforts to advance these objectives the Division employed a number of methods. Some of these are noted:

Dissemination of information—In addition to letters and special releases, the Division inaugurated the *Legislative News Flash*, a publication that to date has appeared twice monthly. This attempts to give the latest information on the status of pending bills in which educational interest should be high. Its mailing list in April 1944 included 2400 NEA members as well as leaders of lay organizations concerned about the growth and development of public education. In addition, the Division is continuing *Federal Legislative Events*, a publication developed by the Research Division before the Legislative and Federal Relations Division came into existence. The Division published a 60-page bulletin, *Handbook—Federal Aid for Education Now*. This revised and extended an NEA bulletin carrying the same title which first appeared in April 1942. Ten thousand reprints were made of the *Congressional Record* which carried the five-day Senate debate on S. 637—the Thomas-Hill federal aid bill—October 12-20, 1943. These and other materials have been widely disseminated by the Division.

Field service—Field service by the Division has been extensive. Staff members have visited practically every state of the nation in behalf of federal legislation favorable to equalizing educational opportunity for youth. Field representatives have been prompt in taking advantage of all public relations technics to develop public and professional support of legislative objectives.

Conferences and hearings—Staff members held many conferences with individuals and with groups of people concerned about the objectives of the Division. In support of these, the National Association of State Secretaries met in Washington, February 5-9, 1944. The Division worked with the Committee of Twenty-One National Educational Organizations which addressed itself to legislation providing for veterans' education. It was represented in many conferences that had to do with such matters as federal aid, disposal of war surplus materials, school lunch programs, and the like. The Division also participated in hearings before both House and Senate committees.

State and local organization—On the state and local levels, state education associations were requested to organize statewide committees to cooperate with the Division on federal legislation of concern to public education. The response has been good. Such organizations have been reported for forty states. In thirty-five of these there are regional or local organizations which work under the direction of the statewide committees.

Looking Ahead

In looking ahead to the work of the Division, the most important enterprise is the development of unity of purpose within the profession and lay support everywhere on the matter of legislative objectives. To unity of purpose must be added unity of support. It is true that over a period of years the profession has been growing in the direction of both purpose and support. However, the progress that has been made is insufficient to give to the profession the strength it ought to have in speaking for education before the Congress of the United States.

Organization—The only logical basis for the development of this viewpoint is organization. No one can deny that understanding of the issues ahead is of first importance. But such understanding, unless implemented by organization, will be of little avail.

There should be in every state a strong statewide committee charged by the state education association with responsibility for federal educational legislation within that state. As earlier pointed out, forty states now have such an arrangement. In many of these, however, the statewide committee is limited in its work to the promotion of the federal aid objective. There are few people indeed who do not place this objective at the head of the list. But it is of course erroneous to assume that federal aid is the only important school issue on the national legislative front.

With the creation of statewide committees, responsible to state education associations by serving as liaison between the states and the National Education Association, must go this broader concept of the legislative assignment on the federal level.

In addition to the statewide committee, it is perfectly obvious that it should in turn have the support of regional and local committees within the state. In many instances, the regional committees might well be organized on the basis of Congressional districts. This would provide a simple, practical arrangement which would permit quick action from local to Congressional district, to the state committee, thence to the NEA. It would also permit information from the nation's capital to travel quickly to teachers on the job.

Functions—The functions of the suggested arrangement, on which the Division will continue to work, will be threefold:

1. There is a great need for federal legislative objectives to be derived democratically in the field, where teaching is taking place. Legislative objectives should not be "handed down" from Washington to the local community. Instead, they should work up from the local community thru the Congressional district and the state to the Congress of the United States, with the NEA serving as an active clearinghouse for the states.

This viewpoint attaches great importance to the place of the teacher in the whole program of education and dignifies his worth both inside and outside his profession. Let him look around his classroom, his school building; let him study the needs of his pupils, and in this way discover how the federal government can assist state and local governments in the proper support of public education.

2. Another function of this organization in all of its parts is, once objectives are identified and stated, to bring these to the attention of school patrons and other citizens in order that the people who pay the bills and believe in public education will know what their next duties are.

The importance of this part of the assignment belonging to the proposed organization can scarcely be overestimated. It is on this level that objectives are tested and revised, before advancing them for Congressional consideration.

3. On the federal level, the National Education Association would receive from the statewide committees the thoughts of the teachers on what ought to become the accepted legislative objectives of the organized teaching profession. In this sense, the NEA plays the part of a promotional agency which requires the full support of state, Congressional district, and local committees. In this arrangement, the direct, sustained effort reverses the condition that existed in deriving objectives. In that instance, the initiative rested with the local committees and worked upward thru Congressional district and state committees to the NEA. In the promotion, however, of these legislative objectives, the initial responsibility reposes in the National Education Association.

This brief description should help to clarify the minds of the members of the organized profession as to what the Division is trying to do.

MEMBERSHIP

T. D. Martin

The War and Peace Fund campaign, the increased awareness of the growing emergency in the field of education, the adoption of quotas by the various states, and the aggressive cooperation of local, state, and national leaders have been responsible this year for the largest increase in NEA membership made during any year in the history of the Association. The membership on May 31 of each year and the annual increase made during the past decade are indicated below:

<i>Date</i>	<i>Total</i>	<i>Increase</i>	<i>Date</i>	<i>Total</i>	<i>Increase</i>
1935	160,883	6,506	1940	203,429	1,747
1936	165,448	4,565	1941	211,191	7,762
1937	181,228	15,780	1942	217,943	6,752
1938	195,605	14,377	1943	219,334	1,391
1939	201,682	6,077	1944	271,847	52,513

Detailed information for each state regarding the number of NEA members enrolled and the increases made will be found in the official membership report published this year as a pamphlet entitled *Building of Our Profession*.

While the Membership Division is charged with primary responsibility for the promotion and maintenance of membership, this work is carried on in close cooperation with the president and the executive secretary of the Association, the editor of the *NEA Journal* and other members of the head-

quarters staff, state NEA directors, state secretaries, and other state and local leaders. Credit for this year's remarkable membership increase, therefore, belongs to thousands of faithful workers who have participated in the enrolment campaign.

As in previous years a series of letters has been sent during the past year from the Washington headquarters office to city and county superintendents, principals of high schools and elementary schools, presidents of teachers colleges and normal schools, heads of departments of education, and to the presidents and secretaries of local associations. The number of these letters has been materially reduced this year because of the costs involved and because of the inauguration of a series of NEA Leaders Letters.

The purpose of these letters, as well as of the Leaders Letters, has been threefold: (1) to acquaint strategic leaders with the Association's splendid program of service; (2) to invite their participation in it and in the recruiting of the membership; and (3) to furnish them with forms and blanks for the enlistment of their associates.

While correspondence from the Washington office, field work, and exhibits of the Association's publications and services are important promotion technics for bringing the work of the Association to the attention of the teachers of the nation, enrolment increases depend largely on state and local leadership. The states which have this year achieved their quotas and those which have won places on the Victory Honor Roll would not have made the progress reported except for the splendid services rendered by their state directors, state secretaries, and other state leaders who have won and enjoyed the enthusiastic cooperation of local leaders in the development of effective enlistment campaigns.

The "100 Percent Honor Roll," consisting of the counties, cities, and schools which have reported 100 percent enrolments, has been published this year in a single pamphlet prepared at the close of the year instead of in the current issues of the *NEA Journal*. It is hoped that this annual report will prove even more useful than the partial reports which appeared formerly in the *Journal*. Copies of this report will be sent, early in the fall, to superintendents, principals, and presidents of local associations affiliated with the NEA which have reported 100 percent enrolments as well as to other state and local leaders who have participated in the enrolment campaign.

The Unified Enrolment Plan is growing in favor and is now employed in one form or another in the following states and territories: Arizona, Colorado, Georgia, Illinois, Iowa, Montana, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Washington, West Virginia, District of Columbia, and Hawaii. Pioneered by Pennsylvania, Washington, Oregon, and other states which have for more than two decades enjoyed far-sighted leadership, the unified membership plan offers the most logical and efficient program yet suggested for the enlistment of the profession. It has been employed for years by such organizations as Rotary, the American Legion, the Masons, and the National Federation of Business and Professional Women's Clubs. Oregon has set the pace for the nation by adopting a graduated fee of .5 percent of the annual salary to cover state and

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION
ASSOCIATION

May 31, 1940-44

<i>State</i>	<i>1940</i>	<i>1941</i>	<i>1942</i>	<i>1943</i>	<i>1944</i>
Alabama.....	2,816	3,528	3,516	5,785	10,017
Arizona.....	1,956	1,971	2,034	1,946	2,374
Arkansas.....	804	857	702	786	2,178
California.....	18,160	17,610	18,709	18,045	20,084
Colorado.....	3,796	3,727	4,237	4,311	4,156
Connecticut.....	1,692	1,968	2,106	1,943	2,430
Delaware.....	775	961	804	709	944
Florida.....	1,445	1,339	1,900	1,978	2,366
Georgia.....	1,633	2,079	4,645	4,846	6,735
Idaho.....	789	721	817	867	1,260
Illinois.....	13,706	14,344	13,955	13,812	13,542
Indiana.....	8,970	9,680	10,023	10,359	12,295
Iowa.....	3,789	3,762	3,821	4,003	5,110
Kansas.....	3,884	4,177	4,247	4,552	5,935
Kentucky.....	3,572	3,606	4,490	4,955	5,689
Louisiana.....	2,788	1,856	1,961	2,274	2,080
Maine.....	1,440	1,661	1,757	1,620	2,042
Maryland.....	1,486	1,475	1,434	1,529	3,148
Massachusetts.....	4,334	7,632	6,841	4,523	4,391
Michigan.....	8,017	7,999	7,299	6,944	6,595
Minnesota.....	2,855	3,319	2,918	2,806	3,485
Mississippi.....	1,082	1,159	1,232	1,469	1,871
Missouri.....	6,256	5,949	6,057	5,855	6,405
Montana.....	567	499	599	630	882
Nebraska.....	1,750	1,586	1,700	1,727	2,573
Nevada.....	771	711	801	746	759
New Hampshire.....	443	505	547	455	617
New Jersey.....	7,510	7,580	7,276	7,213	8,023
New Mexico.....	710	630	672	692	1,217
New York.....	14,816	14,434	14,426	14,060	14,566
North Carolina.....	1,918	2,170	2,260	3,098	6,241
North Dakota.....	668	740	872	1,036	1,375
Ohio.....	18,207	18,719	18,777	18,165	21,602
Oklahoma.....	1,624	1,844	1,763	2,262	3,554
Oregon.....	2,507	2,599	2,525	2,589	4,383
Pennsylvania.....	20,638	20,902	21,853	22,426	26,285
Rhode Island.....	445	399	387	276	623
South Carolina.....	1,719	1,894	2,508	2,922	3,549
South Dakota.....	704	661	737	690	1,038
Tennessee.....	2,154	2,222	2,620	2,199	6,319
Texas.....	4,083	4,406	4,376	4,330	6,214
Utah.....	3,270	3,330	3,390	3,563	4,112
Vermont.....	554	544	553	535	624
Virginia.....	3,333	3,831	4,837	5,229	7,345
Washington.....	3,610	3,757	4,226	4,345	6,532
West Virginia.....	2,407	3,148	3,360	3,075	6,229
Wisconsin.....	7,518	7,131	6,231	5,897	6,038
Wyoming.....	659	660	631	622	906
Alaska.....	339	349	342	265	251
District of Columbia.....	1,739	1,734	1,743	1,754	2,050
Hawaii.....	2,348	2,500	2,134	2,395	2,571
Puerto Rico.....	164	151	90	107	111
Other Possessions.....	84	88	106	26	16
Foreign.....	125	97	96	88	110
TOTALS.....	203,429	211,191	217,943	219,334	271,847

Numerals in bold face indicate Victory Honor Roll.

1944 VICTORY HONOR ROLL

State	State director	Membership May 31, 1944	Percent of increase
★★Tennessee.....	Wilson New.....	6,319	187
★Arkansas ²	W. F. Hall.....	2,178	177
Rhode Island.....	James F. Rockett.....	623	126
★★Maryland.....	Eugene W. Pruitt.....	3,148	106
★★West Virginia.....	W. W. Trent.....	6,229	103
★★North Carolina ²	Ethel Perkins.....	6,241	101
★★New Mexico.....	R. J. Mullins.....	1,217	76
★★Alabama ²	H. G. Greer.....	10,017	73
★★Oregon.....	Marie Lessing.....	4,383	69
Oklahoma ²	D. Edna Chamberlain.....	3,554	57
South Dakota.....	H. G. Mosby.....	1,038	50
★★Washington.....	John R. Rushing.....	6,532	50
Nebraska.....	Pearl Donoho.....	2,573	49
★Wyoming.....	Clyde W. Kurtz.....	906	46
Idaho.....	W. W. Christensen.....	1,260	45
Texas.....	Avis K. Roberson.....	6,214	44
Montana.....	M. P. Moe.....	882	40
★★Virginia.....	Eleanor P. Rowlett.....	7,345	40
★★Georgia.....	M. D. Collins.....	6,735	39
New Hampshire.....	Daniel W. MacLean.....	617	36
★★Delaware.....	H. V. Holloway.....	944	33
★North Dakota ⁵	F. Ray Rogers.....	1,375	33
★★Kansas.....	F. L. Schlagle.....	5,935	30
★Iowa.....	Gerald W. Kirn.....	5,110	28
Mississippi ²	H. V. Cooper.....	1,871	27
★★Maine.....	Linwood J. Kelley.....	2,042	26
Connecticut.....	Albert Merriam.....	2,430	25
Minnesota.....	Herbert R. Peterson.....	3,485	24
★★Arizona.....	Alice Vail.....	2,374	22
★South Carolina ⁸	S. David Stoney.....	3,549	21
Florida.....	C. Marguerite Morse.....	2,366	20
★★Indiana.....	L. V. Phillips.....	12,295	19
★★Ohio.....	Helen Bradley.....	21,602	19
★★District of Columbia.....	Mary S. Resh.....	2,050	17
★★Pennsylvania ³	Harvey E. Gayman.....	26,285	17
Vermont.....	Mabel Studebaker Joseph A. Wiggin.....	624	17
Kentucky ²	R. E. Jagers.....	5,689	15
★Utah.....	John T. Wahlquist.....	4,112	15
California.....	Louise Beyer Gridley.....	20,084	11
New Jersey.....	Lelia O. Brown.....	8,023	11
Missouri.....	Everett Keith.....	6,405	9 ^b
★★Hawaii ²	James R. McDonough.....	2,571	7 ^a
New York.....	Marguerite Welch.....	14,566	4 ^b
★★Nevada.....	C. Layton Galbraith.....	759	2 ^a

★★These two-star states have reached or exceeded their national quotas in both War and Peace Fund and NEA membership.
★Achieved their national quotas in either the War and Peace Fund or NEA membership.
² On Victory Honor Roll consecutively for two years.
³ On Victory Honor Roll consecutively for three years.
⁵ On Victory Honor Roll consecutively for five years.
⁸ On Victory Honor Roll consecutively for eight years.
^aAmong first five states on basis of percent of teachers enrolled.
^bOn Victory Honor Roll by virtue of having increased membership 500 over last year.

STANDARDS FOR 1944 VICTORY HONOR ROLL

The five states and territories which have the highest percentage of teachers enrolled, provided they increase their membership.
The states which increase their membership 500 or more over the preceding year.
The states which increase their membership 10 percent or more over the preceding year.

REPORT OF PROGRESS

June 1, 1943—May 31, 1944

<i>State</i>	<i>Increase NEA members</i>	<i>Increase NEA life members</i>	<i>Increase 100% counties</i>	<i>Increase 100% cities</i>	<i>Increase 100% schools</i>	<i>Increase FTA chapters</i>	<i>Increase affiliated locals</i>
Alabama.....	4,232	0	23	13	422	0	3
Arizona.....	428	5	0	1	31	0	1
Arkansas.....	1,392	5	2	32	63	0	Loss
California.....	2,039	16	0	0	31	Loss	Loss
Colorado.....	Loss	Loss	0	Loss	Loss	0	1
Connecticut.....	487	0	0	1	5	0	1
Delaware.....	235	1	0	1	0	0	Loss
Florida.....	388	11	0	0	18	0	0
Georgia.....	1,889	1	4	4	86	0	1
Idaho.....	393	1	0	9	28	Loss	0
Illinois.....	Loss	4	0	3	28	1	Loss
Indiana.....	1,936	6	4	19	208	Loss	8
Iowa.....	1,107	Loss	1	2	29	1	Loss
Kansas.....	1,383	Loss	1	28	122	Loss	19
Kentucky.....	734	0	3	14	39	Loss	2
Louisiana.....	Loss	Loss	Loss	0	Loss	0	Loss
Maine.....	422	Loss	0	1	26	1	5
Maryland.....	1,619	Loss	3	0	150	1	5
Massachusetts.....	Loss	3	0	Loss	14	0	3
Michigan.....	Loss	2	0	Loss	Loss	0	Loss
Minnesota.....	679	Loss	0	3	12	1	2
Mississippi.....	402	0	0	4	20	Loss	Loss
Missouri.....	550	1	0	3	39	0	Loss
Montana.....	252	0	0	3	10	0	0
Nebraska.....	846	6	0	9	58	0	0
Nevada.....	13	0	Loss	0	Loss	0	Loss
New Hampshire.....	162	Loss	0	2	3	0	Loss
New Jersey.....	810	3	0	Loss	38	0	1
New Mexico.....	525	1	1	5	46	0	1
New York.....	506	Loss	0	Loss	Loss	0	Loss
North Carolina.....	3,143	7	2	10	102	Loss	4
North Dakota.....	339	Loss	0	5	20	0	0
Ohio.....	3,437	Loss	Loss	10	90	Loss	19
Oklahoma.....	1,292	2	1	7	46	1	0
Oregon.....	1,794	6	0	Loss	21	Loss	0
Pennsylvania.....	3,859	2	3	8	114	Loss	16
Rhode Island.....	347	0	0	0	8	0	Loss
South Carolina.....	627	Loss	1	9	36	Loss	1
South Dakota.....	348	Loss	0	4	7	0	3
Tennessee.....	4,120	0	9	2	243	Loss	Loss
Texas.....	1,884	4	0	2	38	0	8
Utah.....	549	4	4	0	35	1	Loss
Vermont.....	89	2	0	1	Loss	0	Loss
Virginia.....	2,116	1	9	4	332	1	12
Washington.....	2,187	22	1	0	36	1	2
West Virginia.....	3,154	13	0	0	55	2	7
Wisconsin.....	141	2	0	4	18	0	0
Wyoming.....	284	0	0	2	20	0	1
Alaska.....	Loss	Loss	0	2	0	0	Loss
District of Columbia.....	296	5	0	0	15	Loss	0
Hawaii.....	176	Loss	0	0	41	0	Loss
Puerto Rico.....	4	Loss	0	0	0	Loss	0
Other Possessions.....	Loss	10	0	0	0	0	0
Foreign.....	22	Loss	0	0	0	0	0

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION ASSOCIATION
May 31, 1944

		<i>Estimated number of teachers employed</i>		<i>Number of teachers with dues paid for 1943-44</i>		<i>Percent of teachers paid for 1943-44</i>	
Total		892,350		271,847		30	
1. New York.....	74,600	1. Pennsylvania.....	26,285	1. Utah.....	84		
2. Pennsylvania.....	59,600	2. Ohio.....	21,602	2. Nevada.....	76		
3. Illinois.....	46,400	3. California.....	20,084	3. Arizona.....	70		
4. Texas.....	45,000	4. New York.....	14,566	4. Oregon.....	55		
5. California.....	43,500	5. Illinois.....	13,542	5. Ohio.....	54		
6. Ohio.....	39,700	6. Indiana.....	12,295	6. Indiana.....	53		
7. Michigan.....	34,000	7. Alabama.....	10,017	7. Washington.....	53		
8. New Jersey.....	28,000	8. New Jersey.....	8,023	8. Alabama.....	50		
9. North Carolina...	26,000	9. Virginia.....	7,345	9. Delaware.....	47		
10. Georgia.....	25,000	10. Georgia.....	6,735	10. California.....	46		
11. Massachusetts....	25,000	11. Michigan.....	6,595	11. Pennsylvania.....	44		
12. Missouri.....	24,500	12. Washington.....	6,532	12. Colorado.....	42		
13. Iowa.....	23,400	13. Missouri.....	6,405	13. Virginia.....	41		
14. Indiana.....	23,200	14. Tennessee.....	6,319	14. West Virginia....	39		
15. Wisconsin.....	22,000	15. North Carolina...	6,241	15. Maryland.....	36		
16. Minnesota.....	20,700	16. West Virginia....	6,229	16. Wyoming.....	35		
17. Alabama.....	20,000	17. Texas.....	6,214	17. Maine.....	34		
18. Tennessee.....	19,200	18. Wisconsin.....	6,038	18. Kansas.....	34		
19. Kentucky.....	18,500	19. Kansas.....	5,935	19. Tennessee.....	33		
20. Virginia.....	18,100	20. Kentucky.....	5,689	20. Kentucky.....	31		
21. Kansas.....	17,500	21. Iowa.....	5,110	21. Idaho.....	30		
22. Oklahoma.....	17,100	22. Massachusetts....	4,391	22. Illinois.....	29		
23. West Virginia....	16,100	23. Oregon.....	4,383	23. New Jersey.....	29		
24. Mississippi.....	15,500	24. Colorado.....	4,156	24. New Mexico.....	28		
25. South Carolina...	15,200	25. Utah.....	4,112	25. Wisconsin.....	27		
26. Louisiana.....	14,500	26. Oklahoma.....	3,554	26. Georgia.....	27		
27. Nebraska.....	13,600	27. South Carolina...	3,549	27. Missouri.....	26		
28. Florida.....	13,500	28. Minnesota.....	3,485	28. Vermont.....	25		
29. Arkansas.....	12,500	29. Maryland.....	3,148	29. Connecticut.....	24		
30. Washington.....	12,400	30. Nebraska.....	2,573	30. North Carolina...	24		
31. Connecticut.....	10,000	31. Connecticut.....	2,430	31. South Carolina...	23		
32. Colorado.....	9,800	32. Arizona.....	2,374	32. Iowa.....	22		
33. Maryland.....	8,700	33. Florida.....	2,366	33. Oklahoma.....	21		
34. Oregon.....	8,000	34. Arkansas.....	2,178	34. North Dakota....	20		
35. South Dakota....	7,600	35. Louisiana.....	2,080	35. New Hampshire..	20		
36. North Dakota....	6,800	36. Maine.....	2,042	36. New York.....	20		
37. Maine.....	6,000	37. Mississippi.....	1,871	37. Michigan.....	19		
38. Utah.....	4,900	38. North Dakota....	1,375	38. Nebraska.....	19		
39. Montana.....	4,800	39. Idaho.....	1,260	39. Montana.....	18		
40. New Mexico.....	4,400	40. New Mexico.....	1,217	40. Massachusetts....	18		
41. Idaho.....	4,200	41. South Dakota....	1,038	41. Florida.....	18		
42. Rhode Island....	4,000	42. Delaware.....	944	42. Arkansas.....	17		
43. Arizona.....	3,400	43. Wyoming.....	906	43. Minnesota.....	17		
44. New Hampshire..	3,100	44. Montana.....	882	44. Rhode Island....	16		
45. Wyoming.....	2,600	45. Nevada.....	759	45. Louisiana.....	14		
46. Vermont.....	2,500	46. Vermont.....	624	46. Texas.....	14		
47. Delaware.....	2,000	47. Rhode Island....	623	47. South Dakota....	14		
48. Nevada.....	1,000	48. New Hampshire..	617	48. Mississippi.....	12		
Alaska.....	350		251		72		
Dist. of Columbia.	3,400		2,050		60		
Hawaii.....	3,000		2,571		86		
Puerto Rico.....	7,500		111		1		
Other Possessions.			16				
Foreign.....			110				

national dues. Similar arrangements are under consideration and will probably be adopted soon in several other states.

Another technic which is also growing in favor is the Salary Deduction Plan. This procedure facilitates the achievement of the 100 percent goal and relieves officers of the local association and building representatives from irksome solicitation responsibilities. It usually involves a vote by the local association requesting the local board of education to authorize the deduction of professional dues from salary checks according to a specified schedule. The dues are then forwarded by the treasurer of the local association to the secretaries of the state and national associations.

The need for larger and stronger professional organizations—local, state, and national—is obvious to all who are acquainted with the complex problems with which American education is at present confronted. The growing teacher shortage, the radical modification of educational programs and methods precipitated by the war, and the mounting federal debt present the greatest challenges with which the teaching profession has ever been faced. To meet this emergency will require the best services of each individual teacher as well as of a fully organized and dynamically active profession.

The five-year program recommended by the Executive Committee of the NEA outlines a realistic plan by which the profession can rise to the challenge of the emergency and focus its full force upon the problems with which we are confronted. I hope that it will be approved by the Board of Directors and the Representative Assembly at the Pittsburgh meeting.

PUBLICATIONS

Joy Elmer Morgan

Highlights 1943-44

Nine issues of the *Journal* were published, a total of 2,382,000 copies and 115,104,000 pages as compared with 2,135,000 copies and 109,260,000 pages in 1942-43.

Income from the distribution of materials for American Education Week was \$15,808. A school reader and stencil poster were issued for the first time.

Future Teachers of America has continued its program of service. The Fourth Yearbook, just off the press, lists 118 chapters in thirty-five states with 2517 members.

The Division of Publications has administered the Association's teacher-recruiting project, and has distributed 653,000 copies of recruiting materials thruout the nation, not including publicity in periodicals.

Fourteen issues of the Leaders Letter, new this year, have been sent to from 4000 to 5000 leaders in the profession.

More than 1,260,000 copies of Personal Growth Leaflets were published, representing a total of 20,320,000 pages.

The *Second Wartime Commencement Manual*, a 62-page booklet of commencement helps, was distributed to 2200 junior and senior high schools.

Association publishing amounted to approximately 215,670,920 pages. This figure includes yearbooks, bulletins, reports, and the like, but is exclusive of promotion materials and incidental items.

The director of the Division has continued to serve as director of the War and Peace Fund, initiated in February 1943, with the Division of Publications staffing the drive. The Association has received approximately \$300,000 as compared with \$145,000 on June 25, 1943. This figure represents primarily the NEA's share of the quota of \$400,000 since most of the states deduct their portion of the fund before sending in returns.

The director of the Division has served as contact officer at NEA headquarters for the American Association of Teachers Colleges and for the NEA Committee on New Voter Preparation and Recognition.

The assistant director of the Division has served as secretary-treasurer of the Educational Press Association of America, which has 207 members; also as contact officer at NEA headquarters for the National Association of Journalism Directors, NEA Department of Secondary Teachers, and National Association of Teachers of Speech.

The director of the Division has worked actively in the federal aid campaign and in the NEA membership quota campaign.

The "Journal" During 1943-44

With the fewest text pages in its history, the *Journal* has attempted to meet the needs and interests of the largest number of readers it has ever had and at the same time to interpret to members one of the greatest years in NEA history.

The 260 text pages of its nine issues have been divided as follows:

The NEA and its work, including teachers' salaries, teacher recruiting, and federal aid.....	109	Education in other countries.....	6
Schools and the war.....	17	Curriculum—rural, elementary, high-school, college.....	18
Youth and the war.....	7	Booklists.....	6
Education and postwar planning..	27	Fiction and general reader interest.	22
Local and state associations.....	19	News and notes.....	22
Current problems.....	7	Plus 40½ columns in the advertising section.	

Authors from thirty-one states, District of Columbia, and Canada were represented in the *Journal* this year. More than 265 unsolicited manuscripts were received, of which approximately 13 percent were used.

The "Journal" and Our Association

Since its beginning in 1921, the *Journal* has been one of the chief instruments building and holding Association membership. The *Journal* could accomplish even more for the NEA if a larger proportion of Association funds were made available for this purpose.

Of the 260 text pages in the *Journal* this year, 42 percent were devoted to the vigorous wartime program of the NEA:

Pages		Pages	
Association's dynamic program....	16	Representative Assembly, conferences	5
Teachers' salary campaign.....	8	Membership and general.....	19

	<i>Pages</i>		<i>Pages</i>
Federal aid and legislation.....	19	Commissions, committees, depart-	
Teacher-recruiting campaign.....	15	ments.....	14
NEA War and Peace Fund.....	4	American Education Week.....	9
			<hr/>
			Total 109

The "Journal" and Public Support

The great campaign which the National Education Association has waged this year for federal aid to education and for increasing teachers' salaries have month after month been carried to members thru the *Journal*.

Federal aid—In the *Journal* for 1943-44, the NEA has interpreted to educators and laymen the story of the battle for federal aid which, for the first time in sixty years, brought before Congress for general debate a proposal for federal aid to public elementary and secondary schools. From September thru May the *Journal* has presented from first one standpoint and then another the necessity for action by Congress and the responsibility of school people for seeing that this action is taken if the schools are to be kept open and educational opportunity equalized.

Teachers' salaries—The NEA nationwide campaign, made possible thru the help of the NEA War and Peace Fund, to put teachers' salaries on a just and equitable basis reached every part of the nation. The *Journal* gave valuable support to this campaign.

The "Journal" and Future Teachers of America

Few student organizations in America have weathered the crisis of war and decreased college enrolment so well as has Future Teachers of America. Tho for the first time in the six years of its history membership has decreased rather than increased, FTA has held its own remarkably well considering the fact that enrolment in teachers colleges is only 40 percent normal. The year 1943-44 has been one of fruitful activity and achievement.

The FTA yearbook is a fine piece of literature for recruiting new teachers and for use in professional courses in teachers colleges. The Fourth Yearbook 1944 is now being distributed to every FTA member and many libraries and colleges. Thirty-five hundred copies of this 132-page volume were printed. It contains—in addition to the NEA Code of Ethics and Platform, the story of the NEA and FTA, and chapter listings—John Dewey's "Pedagogic Creed," his picture, and an article on his life.

Banner chapter and state 1943-44—Banner chapter for the year is the Alpha Chapter of Central Missouri State Teachers College, Warrensburg, Missouri, which was measured against a yardstick covering such points as number of members in relation to total college enrolment, character of FTA projects undertaken, merit points earned, and general efficiency. Missouri—with 161 members in six chapters, three of them on the Victory Honor Roll—is the banner state. This is the first year that the banner chapter has been in the banner state. The Missouri State Teachers Association and Secretary Everett Keith are deeply interested in the FTA movement.

The coinclusive plan, under which members of FTA chapters are junior members of state and national associations, is now in force in thirty-one

states and the District of Columbia. FTA dues in the NEA are \$1 per year. Each state association fixes its own junior FTA dues. The prevailing fee is \$1, with a few preferring 50 cents.

The "Journal" and Local Associations

A statement by Willis A. Sutton in the September *Journal* might be called the theme of, or perhaps better, the reason for the series, "Building Strong Local Associations," carried in the *Journal* thruout the year:

"The local association is the foundation stone of professional organization. Let us, when the tempest of war and reconstruction has subsided, be able to say of our profession, 'And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not: for it was founded upon a rock.'"

Thru the cooperation of Hilda Maehling, executive secretary of the Department of Classroom Teachers, articles have been carried from October thru May, most of them written by leaders in local associations over the country.

The local association is the cradle of democracy in professional organization. It is close to the people and to conditions which concern the schools. It is the training ground of leadership, a laboratory for cooperative projects. State and national associations gain in strength as professional attitudes and loyalties are built up thru the activities of local associations.

The "Journal" and Personal Growth Leaflets

Since the appearance of the first Personal Growth Leaflet in November 1932, 31,246,832 leaflets—including publication in the *Journal*—have been published. Next to the *Journal*, these leaflets have the widest distribution of any publication of the NEA and offer the Association its best medium for getting inexpensive material into the hands of teachers, administrators, students, and laymen. Because of the shortage of paper caused by the war, the number of new titles this year has been small, but the quality of the leaflets is steadily improved with each revision and the quality of the list as a whole is improved by the weeding out of less popular titles as the few new ones are added, keeping the total at about 143.

The "Journal" for 1944-45

Journal support of the five-year program will be one of the most important factors in the success of this program, upon its adoption by the Representative Assembly. The *Journal* will therefore give special attention to:

Presenting the need for and benefits of NEA membership with emphasis on the membership quota system.

Building an understanding of a united education association as the logical next step in professional organization.

Continuing articles to build up local and state education associations.

Continuing an aggressive battle for desirable educational legislation, teachers' salaries, and public understanding of the schools.

Recruiting teachers and maintaining the quality of the teaching staff.

Advancing the work of the NEA departments, commissions, and committees.

Giving concrete aid to teachers in their wartime teaching and curriculum adjustment.

Helping the schools protect the mental and physical health of children and youth.

Building world citizenship thru interpreting the United Nations to American teachers.

Giving educators an understanding of the issues involved in winning the peace and assuring the educational profession a more powerful voice in making and keeping the peace.

American Education Week

In 1943 (November 7-13) American Education Week for the second time in its history was observed with a nation at war. The theme of the twenty-third observance was "Education for Victory." The week as usual was sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

More than 15,000 packets and manuals were sold. In addition to classroom supplies included in packets, the following items were sold separately in the quantities indicated:

Poster	25,332	Handbook	1,281
Stickers	273,681	School Plays	11,920
Leaflets	652,346	Sunday Folder	4,452
Personal Growth Leaflets.....	59,986	Home Economics Folder.....	640
Newspaper	2,706	Education's Week.....	2,281
Stencil	461	When School Bells Ring.....	2,193

The Leaders Letter

The Directors Letters used last year as the chief means of reaching workers in the War and Peace Fund campaign demonstrated the need for and the usefulness of a brief and informal publication sent out frequently from NEA headquarters to leaders in the field. Therefore the Executive Committee at Indianapolis on July 1, 1943, authorized an NEA newsletter to be sent to leaders in local, state, and national associations, to keep them in touch with official plans and activities of the NEA. This 4-page planographed Leaders Letter has gone to a mailing list made up of key leaders.

The Teacher-Recruiting Project

American schools have lost to the military services, industry, and government 200,000 competent, well-prepared teachers since Pearl Harbor. Teachers college enrolments have declined 60 percent since 1939. Recognizing the imperative need for action, the NEA Executive Committee in the fall of 1943 appropriated \$5000 from the NEA War and Peace Fund for a campaign to hold teachers in the schools and to recruit promising candidates for teaching. An additional sum of \$3500 was appropriated in February. The project, carried forward by staff members of the Division of Publications, has brought many expressions of appreciation to the Association. Materials issued and distributed free are:

The Teacher Serves the Nation—This beautiful poster painted by one of the nation's leading artists, Ray Spreter, ranks in appeal with the best posters pleading for recruits for the WACS, the WAVES, cadet nurses,

and the like. Fifty-thousand copies of this five-color 15 x 20 inch poster have been distributed thruout the country. Used as an NEA *Journal* cover, the poster has been used either as a cover or inside most of the state journals.

The Tenth Generation—Twenty-thousand copies of this attractive 16-page statement on the significance of education by Harry Stillwell Edwards have been printed.

The Return of a Teacher—This 4-page leaflet featuring the statement by Beulah I. Hilblink, a Nebraska teacher, who found that work in her school-room was more satisfying than an office job in Washington, has been distributed to 170,000 teachers in service.

Yes, I Am a Teacher—This 4-page leaflet featured an editorial on the significance of the work of the teacher by Millicent J. Taylor, education editor of the *Christian Science Monitor*, and a poem by Marcia I. Frisbee, a California classroom teacher. This leaflet has been placed in the hands of 170,000 teachers in service.

Serve Your Country—Become a Teacher—This 6-page, two-color illustrated leaflet is directed to high-school seniors to encourage them to consider teaching as a career. It has already been distributed to 225,000 high-school seniors and indications are that thousands of additional copies will be required if the demand is to be met.

The Hugh Birch-Horace Mann Fund published as its contribution to the teacher-recruiting project the 160-page volume, *Pioneer American Educators*, which featured the lives and contribution of eighteen outstanding men and women. One of the purposes of this book is to heighten interest in the teaching profession. Promotion of the book has just been started with plans to place as many copies of the book as possible in the hands of beginning teachers or of young people who might thereby be led to consider teaching as a career.

NEA Membership Quota Plan

In a discussion before the Representative Assembly at Indianapolis the urgent need for a better financing of our profession was everywhere recognized. The wartime program of the Association cannot be financed except by a marked increase in income. Two lines of action were proposed—a marked increase in the number of NEA members and an increase in dues. Action on increasing the dues was postponed until the 1944 Assembly, which made imperative the raising of NEA membership during 1943-44.

The success of the NEA War and Peace Fund campaign was due in large part to the fact that quotas were set up for each state and that states which accepted their quotas early and organized for action were able to reach or exceed their goals. The only way to reach a goal is to know what that goal is and to work vigorously toward it. Feeling, therefore, that a quota plan for NEA membership was the next logical step toward the uniting of our profession, the director of the Division of Publications proposed such a plan for 1943-44.

The Executive Committee adopted the plan on August 22, 1943, as presented in Leaders Letter No. 3, setting a goal of 330,000 members, or a

gain of 50 percent. After adding a reasonable safety factor, this goal was broken down for the states, with three factors given equal consideration: (1) amount of money spent for education in each state in relation to amount spent in the United States; (2) number of teachers in each state in relation to number in the United States; (3) number of NEA members in each state May 31, 1943, in relation to 330,000; provided that the president, executive secretary, and membership director might adjust state quotas within a range of 20 percent; and provided that no state quota should be fixed below requirements necessary to put that state on the Victory Honor Roll.

The plan became effective in each state when approved by the executive committee of the state education association. Thirty states and the District of Columbia had accepted their quotas as reported in Leaders Letter No. 11 on February 18, 1944. Twenty states had equaled or exceeded their quota by June 14, as this report is written.

The principle of asking each state and local association to accept a fixed responsibility may well become the basis of a new advance in professional organization. What the foremost states have done can be accomplished by other states when teachers are made fully aware of the urgency of the tasks ahead.

Association Publishing

During 1943-44 Association publishing totaled 215,670,920 pages. This impressive record of Association service thru publications was achieved within the limitations on paper set up by the government because of the wartime paper shortage.

The Editorial Service Unit of the Division of Publications gives service of technical editing and management thru the press of most of the major publications of the Association.

The Five-Year Program

The NEA Executive Committee at its meeting in Washington, D. C., February 25-26, adopted a five-year program of unification, expansion, and development to be presented to the Representative Assembly at Pittsburgh. Upon adoption there, the program will be submitted to the various state associations affiliated with the NEA and will become effective in each state when accepted by the association of that state.

The five-year program proposes that our profession move toward one United Education Association with a single fee covering local, state, and national activities. This goal is to be achieved by a planned evolution extending over a period of five years by means of two parallel lines of action: (1) Setting up membership quotas, subject to acceptance by the state associations, designed to increase membership to 800,000 by 1949. This involves an average increase of some 100,000 members each year. (2) Adoption of the united membership plan as fast as the states are ready to do so. It is believed that one-fifth of them will be ready for this step during each of the next five years.

PUBLIC RELATIONS

Belmont Farley

The purpose of the Office of Public Relations is to acquaint the public and the profession with the work of the Association and to secure public support for the improvement of education.

Procedure

The work of the office is carried on thru newspapers, lay and educational magazines, radio, newsletters, personal contacts, and correspondence. The office cooperates with the Public Relations Division of the U. S. Office of Education, with educational branches of other government agencies, Congressional committees holding investigations and hearings relating to interests of schools and teachers, lay organizations, educational directors of broadcasting networks, and education editors of newspapers and magazines.

The office maintains a file of photographs and biographical material for use by editors. Most of the complimentary distribution of NEA publications to organizations, editors, institutions, and prominent persons is thru this office. Mailing lists totaling 5692 persons, newspapers, news syndicates, organizations, and the like, are used for the distribution of NEA publications and information on NEA activities and problems of the profession.

During the year a total of 9509 news releases were sent from the office. Topics given greatest emphasis were teacher shortage, federal aid to schools, contributions of schools and teachers to the war effort, the role of education in the peace, and activities of the NEA thru its committees, commissions, and departments.

In addition, the office prepared twenty-five articles and speeches for the use of persons outside its own staff in interpreting the needs, aims, and achievements of American education.

Conventions

Convention press services were maintained for the meetings of the Representative Assembly of the NEA at Indianapolis, June 1943; the three regional meetings of the American Association of School Administrators held in New York City in February 1944, Chicago in February 1944, and Kansas City in March 1944; for the biennial meeting of the Music Educators National Conference, St. Louis, March 1944; and the annual meeting of the American Association for Health, Physical Education, and Recreation, New York City, April 1944. The director also maintained a press office for the International Education Assembly held at Harpers Ferry, West Virginia, September 1943, and specially covered that meeting for the Associated Press.

Radio

The office supplied news rooms of 112 radio stations with a periodical newsletter on educational affairs including Congressional legislation, proposed or enacted, which would affect schools and education. Special releases were sent, when occasion required, to radio commentators and network news rooms.

An American Education Week broadcast, "Education for Victory," featured Mrs. Agnes E. Meyer, well-known writer, and Miss M. B. Clayton, British educator. They were presented by the NEA president, Mrs. Edith B. Joynes. The office cooperated with the Educational Policies Commission in the broadcast of "The Neglected Weapon," in which William G. Carr, secretary of the Educational Policies Commission; Gregor Ziemer, author of *Education for Death*; and Harold Butler, British Minister to the United States, were speakers. The latter program was one project in publicizing *Education and the People's Peace*. The president of the American Association of School Administrators, while a guest of the British Board of Education, was presented on an NBC broadcast originating from London.

The director, as coordinator of radio for the NEA, is the principal contact of the organization with the American School of the Air, broadcast each school day thruout the year by the Columbia Broadcasting System in cooperation with the NEA. Six representatives of departments of the NEA now serve with the director as members of the Board of Consultants of the American School of the Air which closed its fourteenth season in April 1944.

The director is also a member of an educational advisory committee of the NBC, the purpose of which is to explore the use of radio programs for the in-service training of teachers.

The director represents the NEA at the annual institute on Education by Radio, held in Columbus, Ohio, and is also a member of the advisory committee for network program listening of the Federal Radio Education Committee.

NEA Publications

The publicizing of *Teachers Colleges after Two Years of War*, the February *Research Bulletin* of the NEA, is typical. Adapted news stories were distributed to the press services, radio commentators, and to newspapers in the towns in which teacher-training institutions are located. A story, with particular emphasis on the implications of the study for rural communities, was sent to a news syndicate which serves newspapers circulating largely to farm and village populations. Information suitable for editorializing was supplied to an organization syndicating material to editorial writers.

Special Projects

Advertisers—In October 1943 the Office of Public Relations in cooperation with members of the staff of the U. S. Office of Education sought and secured the inclusion of teachers in the womanpower campaign sponsored by the U. S. Office of War Information and the War Advertising Council to recruit workers for essential wartime jobs. As a result of conferences held with officials of these agencies, two luncheon meetings—one in New York City, January 5, and one in Chicago, February 28—were held with national advertisers. Approximately one hundred advertisers attended the meetings. They were told of the critical teacher shortage and were asked by representatives of the National Education Association, the U. S. Office of Education, and the American Vocational Association to include in their

advertising copy material emphasizing the essential character of education in wartime and the importance of the teacher's work.

As a result of these conferences, three nationally known advertising agencies prepared free the art and copy needed for the campaign. The War Advertising Council is promoting the use of this material in advertising layouts that circulate nationally in magazines and newspapers. The Office of Public Relations is promoting the use by local advertisers of art work and copy distributed to 4500 newspapers by an advertising syndicate. This syndicate is supplying its subscribers a total of 9000 mats, five columns in width and ten inches deep, for use in the campaign. Special copy for similar use is also being provided the advertising departments of approximately five hundred large department stores of the nation.

The Advertising Federation of America has provided for the use of each of its 150 advertising clubs, with a total membership of 100,000, with recommendations for use, one of the "dropins" prepared for use in the campaign. Rotary International and Kiwanis have provided club officers and members with the facts about the teacher shortage and are suggesting a special issue of the club devoted to the study of the local situation.

The interest of advertisers in the teacher aspect of the womanpower campaign is now evident in well-placed advertising copy and will continue for several months in magazines, on billboards, and streetcar cards. Advertisers who use the radio are also cooperating. Six network radio programs have already participated. The purpose of this campaign is to offer public testimony by laymen that "teachers also serve" in wartime, and to encourage communities to keep teachers teaching by the adoption of teacher salary schedules which will check the flow of teachers from the classrooms to the factories and offices, for which high wartime wages are responsible.

Editors—To focus the attention of magazine editors upon wartime problems of education, a luncheon conference was held in New York City on January 6, attended by the editorial representatives of thirty-four publications. The editors were addressed by representatives of the National Education Association, the Educational Policies Commission, the American Vocational Association, and the U.S. Office of Education on current trends in education, services of the schools to the war effort, the crisis brought about by the teacher shortage, the decline in teachers college enrolments, and the role of education in the peace. As a result of this meeting articles have appeared, or will soon appear, in several national magazines.

RESEARCH

Frank W. Hubbard

More than twenty years ago the NEA Research Division was established to perform two functions for the Association: (1) to provide information required currently, and (2) to undertake long-time investigations in anticipation of future needs. Its two major areas of activity of operation have been technical, professional subjects (e.g., instruction and administration) and professional welfare problems (e.g., salaries, tenure, and retirement).

"Research Bulletin"

October 1943, "High-School Methods with Slow Learners"—a review of typical administrative and instructional procedures with mentally retarded students.

December 1943, "Teachers' Salaries and the Public Welfare"—a presentation of facts on the economic status of teachers and some of the social implications of the salary situation.

February 1944, "Teachers Colleges after Two Years of War"—an analysis of what has happened with respect to enrolments, instruction, staffs, and finance.

April 1944, "Proposals for Public Education in Postwar America"—a summary of the possible scope of postwar public education and the steps necessary to attain the goals outlined.

During the school year approximately 20,000 copies of each of these publications have been distributed.

Plans are being made for future issues dealing with trends in state finance legislation, military training, salaries paid in city school systems, and the attitudes of classroom teachers toward administrative practices.

Consultative Services

Because of its wide interest and contacts the Division is called upon each year for advice and information on many problems. Local and state education associations and individual teachers ask for advice on legislation, research, and administrative policies. Laymen request educational publications to guide them as members of boards of education and various civic committees.

Many inquiries are made in person by visitors to the building. Other requests are received by telephone or by mail. Every effort is made to supply information promptly or to put the inquirer in touch with governmental, university, or other specialists. Often an apparently simple question requires many hours of investigation.

One of the most extensive phases of the consultative service has been the aid given to local salary committees. Dozens of memorandums, statistical tables, and special tabulations have been prepared. Guidance has been given on how to make local salary surveys. Packets of typical salary schedules have been loaned where needed. The Division is fortunate, thru its biennial salary survey of salaries in city school systems, to be able to render this helpful service to classroom teachers and administrators.

Information Service

During the course of a year the Division answered several thousand requests for specific information. These requests can usually be answered by letters of comment, by packages of printed publications, or by selected mimeographed releases. The questions raised range from how to deal with instructional problems to the significance of the latest federal policy. To answer such inquiries often requires days of analysis of federal directives and legislation, consultation with officials, and the preparation of carefully written memorandums.

Special Mimeographed Releases

For about two years the Division has kept local and state leaders informed on many national trends. This has been done thru mimeographed releases often distributed before the information had reached local and state officials thru regular channels. The areas covered in these information sheets have been manpower policies, social security, taxation, legislation, and cost of living. In many instances these data have been republished in the journals of local and state associations.

In another series of releases special attention has been given to the highlights of state legislation and court cases affecting teachers and pupils.

Dozens of bibliographies and memorandums have been prepared to help with the solution of various professional and welfare problems. Usually these are brief, but in some instances, as in the case of one on postwar planning, they may extend to nearly fifty pages.

Committee Activities

Each year the Division extends research and editorial aid to the committees and departments of the Association. Among the Division's activities during 1943-44 have been the following:

Committee on International Relations—Assisted with the year's program including the international and Latin-American editions of the newsletter, *Among Us*.

Committee on Tax Education and School Finance—Helped in formulation of plans for studies of representative states and participated in several informal conferences with economists and educational leaders.

Committee on Teacher Preparation and Certification—Revised and distributed 18,000 copies of leaflet on recruiting and preparing teachers in the current emergency period.

Committee on Tenure—Prepared annual review of court cases reported in 1943, reproduced copies of tenure laws, completed study of military leaves permitted by city school systems, and prepared handbook on how to obtain tenure legislation.

Legislative Commission—Provided various memorandums on legislative trends and other data particularly in the program for federal aid.

Joint Committee, ALA and NEA—Prepared and mimeographed memorandums of salary schedule practices for librarians in cities over 30,000 in population.

National Council on Teacher Retirement—Completed and printed a statutory analysis of state and local retirement laws, assisted with annual meeting at Kansas City, and kept members informed on federal legislative developments.

National Commission for the Defense of Democracy Through Education—Prepared one brief as friend of court to help clear up state law under which teacher had lost position in New Mexico.

The foregoing publications and other materials prepared for committees, altho issued in limited quantities, are usually available from the Washington office of the Association. In addition to the activities listed the Division

served as coordinating center for most of the Association's committees and prepared for publication the annual *Summary of Reports of Committees, Commissions, and Councils*.

The Division also served as liaison contact for the officers and the editorial committee of the American Educational Research Association.

Yearbooks

In February 1944 the Division completed the 1944 yearbook of the American Association of School Administrators. This was the twenty-first volume developed cooperatively by the Division and the department's committees. Under the topic *Morale for a Free World* the yearbook shows the possibilities of the schools in helping citizens "to align themselves with the forces that promote the growth and freedom of the human spirit." The 1945 volume, now in progress, deals with the educational lessons learned from the economic and war crises of the past decade.

Working with the editorial committee of the Department of Elementary School Principals, the Division will issue the 1944 yearbook in the summer of 1944. This volume presents illustrations of the creative learning experiences possible in elementary schools. The 1945 yearbook topic is the integration of the elementary school with its community.

By the summer of 1944 the Division will have helped in the preparation of a three-foot shelf of yearbooks—a total of forty-one volumes. Many of these have been milestones in the development of instruction and administration.

Government Relationships

From time to time the Division is consulted by a number of governmental agencies. Reciprocal relationships have been carried on with the Bureau of the Census, the Social Security Board, the Office of Price Administration, the Office of Education, the Coordinator's Office for Inter-American Affairs, the Bureau of Labor Statistics, and various other federal agencies.

State Legislative Reference Service

About a decade ago, at the suggestion of the Legislative Commission, the Research Division inaugurated a state legislative reference service. The work included studies of state legislation, the preparation of publications, and the distribution of information. The names of nearly 1000 local and state educational leaders are included on the mailing list. During the past year there have been twelve mailings involving twenty-one publications or releases.

The Division has been asked to criticize proposed state bills in the fields of retirement and tenure. It has loaned copies of bills in these and other fields to state committees.

Cooperative Projects

The Educational Research Service, a joint enterprise of the Research Division of the National Education Association and the American Association of School Administrators, is supported on a subscription basis. Its membership is composed of city school systems, county school systems, state

departments of education, city teachers associations, research bureaus, college libraries, schools of education, and public libraries. Each year, since its organization, the Educational Research Service has shown a gradual and steady growth. In the past year, however, the services rendered by this organization have become more apparent. The number of subscribers has increased from 500 members in 1943 to 565 members in 1944—the largest increase in membership since its inception twenty years ago. One of the most important functions of this service is to furnish up-to-the-minute information on request from its subscribers. Under the supervision of the Research Division special bibliographies, memorandums, and tabulations are prepared as occasion requires. The Research Division also renders assistance in answering hundreds of letters received from subscribers. During the past year ten *Educational Research Service Circulars* have been prepared. Many questions on salaries of school employees have been answered in these special reports sent to subscribers which include city-by-city information on the basic salary schedule provisions for classroom teachers, principals, and employees engaged in operation and maintenance of school buildings in school systems in cities above 30,000 in population. Other *Circulars* issued during 1943-44 include a report on activities of public schools in the war effort and a bibliography of questionnaire studies. A review of articles on education in noneducational magazines has been issued every three months in an abstract entitled "Education in Lay Magazines."

In cooperation with the Department of Classroom Teachers the Division prepared a series of twenty-four study guides. These have been reported by local associations as among the most helpful materials received from the Association.

By means of a special grant of funds and with the aid of the Committee on International Relations, the Division has published four issues of the newsletter, *Among Us*, dealing with Latin-American events. Nearly 50,000 copies of each newsletter were distributed thru city and county superintendents, teachers colleges, libraries, parochial schools, and to a selected list of interested individuals. Classroom teachers have commented favorably upon the helpfulness of the newsletters.

For a period of several years the Division received money from the Highway Education Board for its safety projects. The success of the work has led to an additional grant of money from the Automotive Safety Foundation and to the appointment of the NEA National Commission on Safety Education. (See the May 1944 issue of the *NEA Journal*.) An outstanding group of educators has accepted appointment on the Commission. Its secretary and program will be under the general guidance of the Division. The Commission met in the late spring of 1944 and outlined a program of work which will be reported in detail next year.

The Division has had a number of opportunities to be useful to the officers of the Association, members of the staff, and various nonschool groups. Members of the Division have served on staff committees and have participated in local, state, and national professional conferences.

RURAL SERVICE

Howard A. Dawson

In cooperation with the Department of Rural Education, the Division of Rural Service has helped to organize and conduct three regional conferences on rural life and education: the Great Lakes Conference, Chicago, February 1944, participated in by educational and lay rural leaders from Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin; the Midwest Conference, held jointly with the Department of Rural Education, Kansas City, March 1944, participated in by representatives from Kansas, Missouri, Nebraska, North Dakota, and South Dakota; and the Midsouth Conference, Baton Rouge, Louisiana, May 1944, participated in by representatives from Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, and Tennessee.

The director served as secretary of the Committee on Educational Standards for Rural People of the American Country Life Association, prepared the agenda for the use of the Committee at the annual meeting, and wrote the report issued by the Committee.

The director has assisted in editing the 1944 yearbook of the Department of Rural Education on *Rural Schools and the War* and in planning and writing the 1945 yearbook on "Rural Schools of Tomorrow."

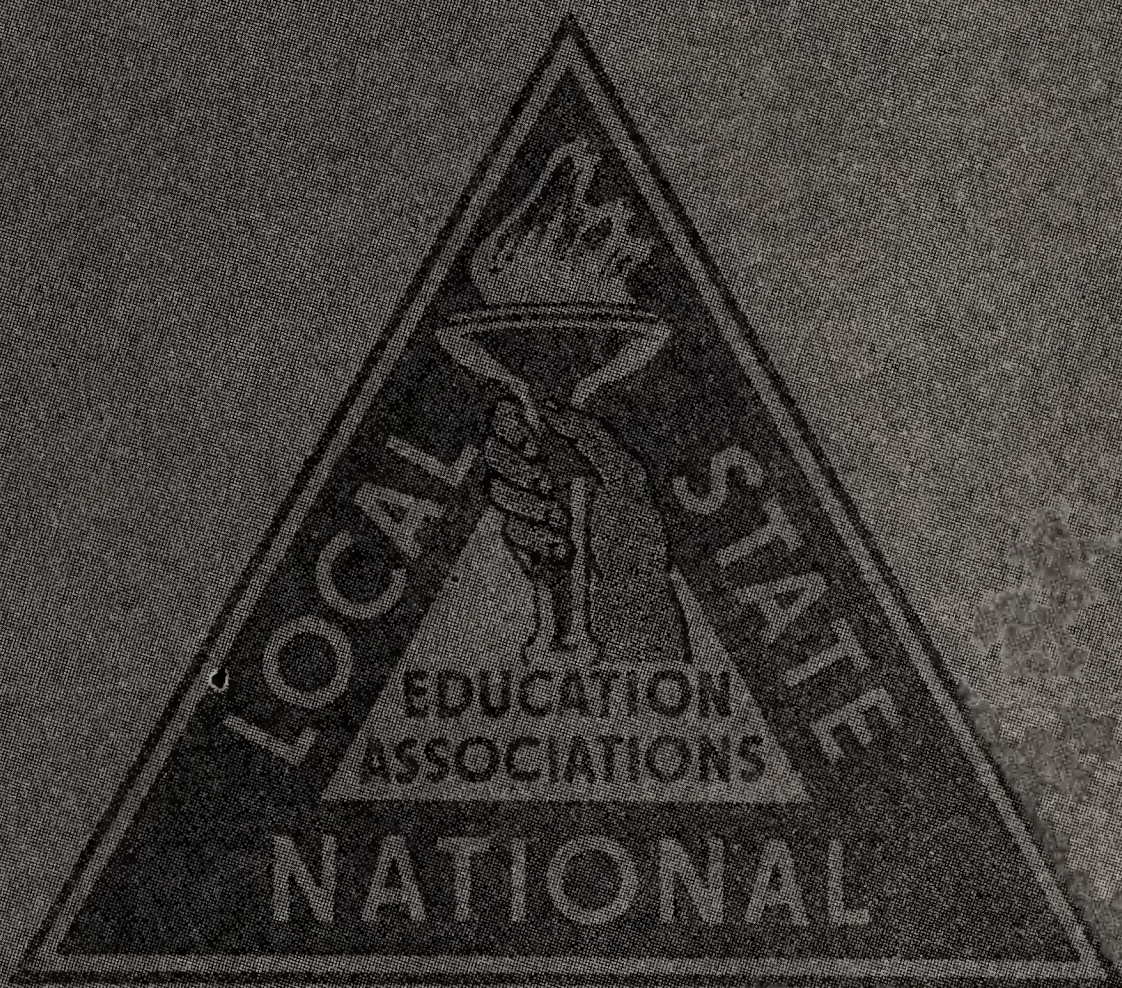
The Division, in cooperation with the Alliance for the Guidance of Rural Youth and various private and public agencies located in Washington that deal with problems of youth, has sponsored a series of monthly luncheon forums on youth problems with special emphasis on problems of rural youth. An institute on educational problems of rural youth in the postwar period, composed of representatives of various youth-serving agencies, was held cooperatively with the Alliance for the Guidance of Rural Youth at the NEA headquarters building, May 18 and 19.

The director has continued to serve as a member of the National Advisory Garden Committee appointed by the Extension Division of the U. S. Department of Agriculture to advise the Department in the promotion of victory gardens. The director of the Division of Rural Service has been especially concerned with the promotion of school gardens.

A major part of the time and efforts of the director has been devoted to the promotion of federal aid for education while serving as secretary of the Legislative Commission. During the first part of the fiscal year extensive field work was done in the southern and western states perfecting state and local organizations preparatory to bringing the bill, S. 637, to a vote in the United States Senate. Further information on this part of the work is given in the report of the Legislative Commission.

During the year the director has delivered thirty-six addresses and attended thirty-three conferences on Association business in nineteen states and the District of Columbia. He has written six magazine articles, one on the teacher crisis in rural schools entitled "What We're Up Against," being reproduced in the November 1944 issue of *Education Digest*.

TEAMWORK



ANNUAL REPORT OF THE EXECUTIVE SECRETARY OF THE
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JULY 1944

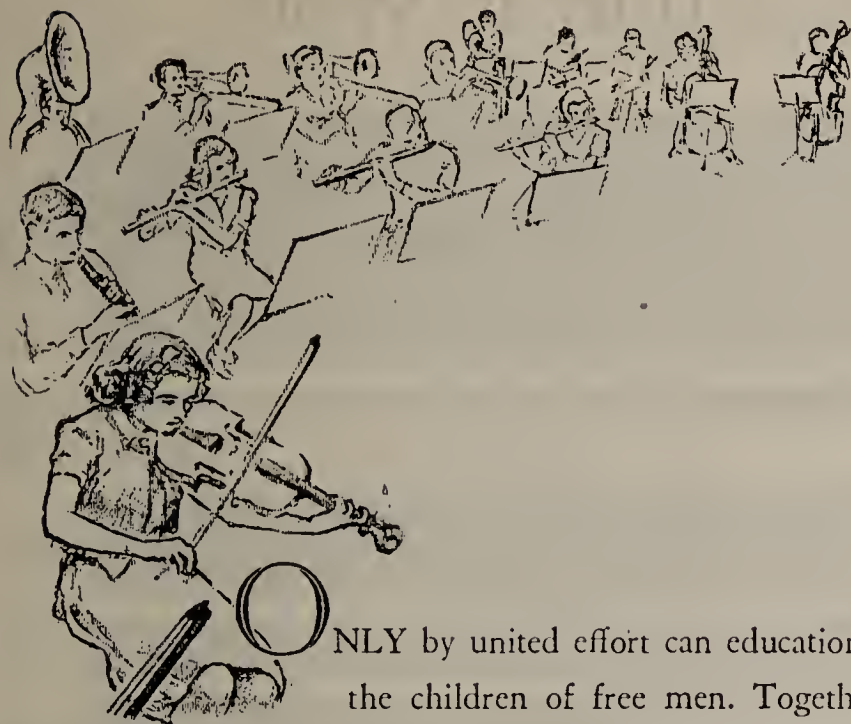
ILLUSTRATED REPORT OF THE SECRETARY

On this and the following pages is reproduced, at two-thirds of the original size, the illustrated annual report of the secretary.

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Teamwork



ONLY by united effort can education in the United States be made good enough for the children of free men. Together, we in the teaching profession have decided upon our goals. Our members, unlike the spectators at a concert, do not sit in the gallery to applaud the professional musicians. Our members work side by side with the officers and staff. Each of us must contribute to the special area of his greatest interest, and unite with the rest in a great and common cause.

This year has been historic. For our members, as for all Americans, it has been a year of problems and hard work. But it has also been a year of accomplishment. Our membership increased more this year than in any year in NEA history. The War and Peace Fund is being used to support the fight for federal aid, to secure a voice for education in the peace, to recruit teachers for the home front, and to secure lay support for an improved professional status for education. We have helped to adjust the schools to the stern and increasing tempo of the war, and we have begun to plan, for the postwar years, a finer and more effective education than our country has yet known. We are recommending a five-year program to expand the NEA so that, in the words of our federal Charter, every teacher in the nation can join in "*elevating the character and advancing the interests of the profession of teaching and promoting the cause of education in the United States.*"

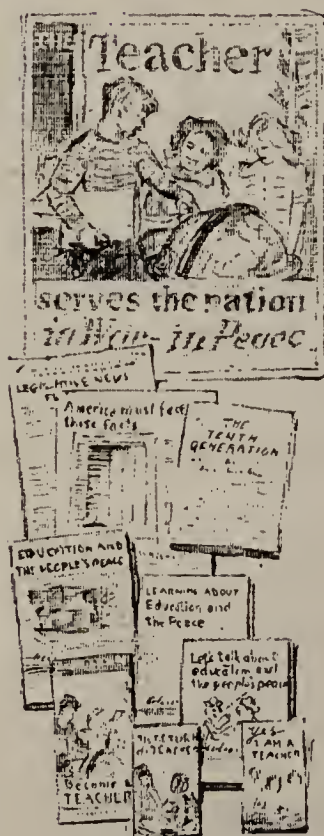
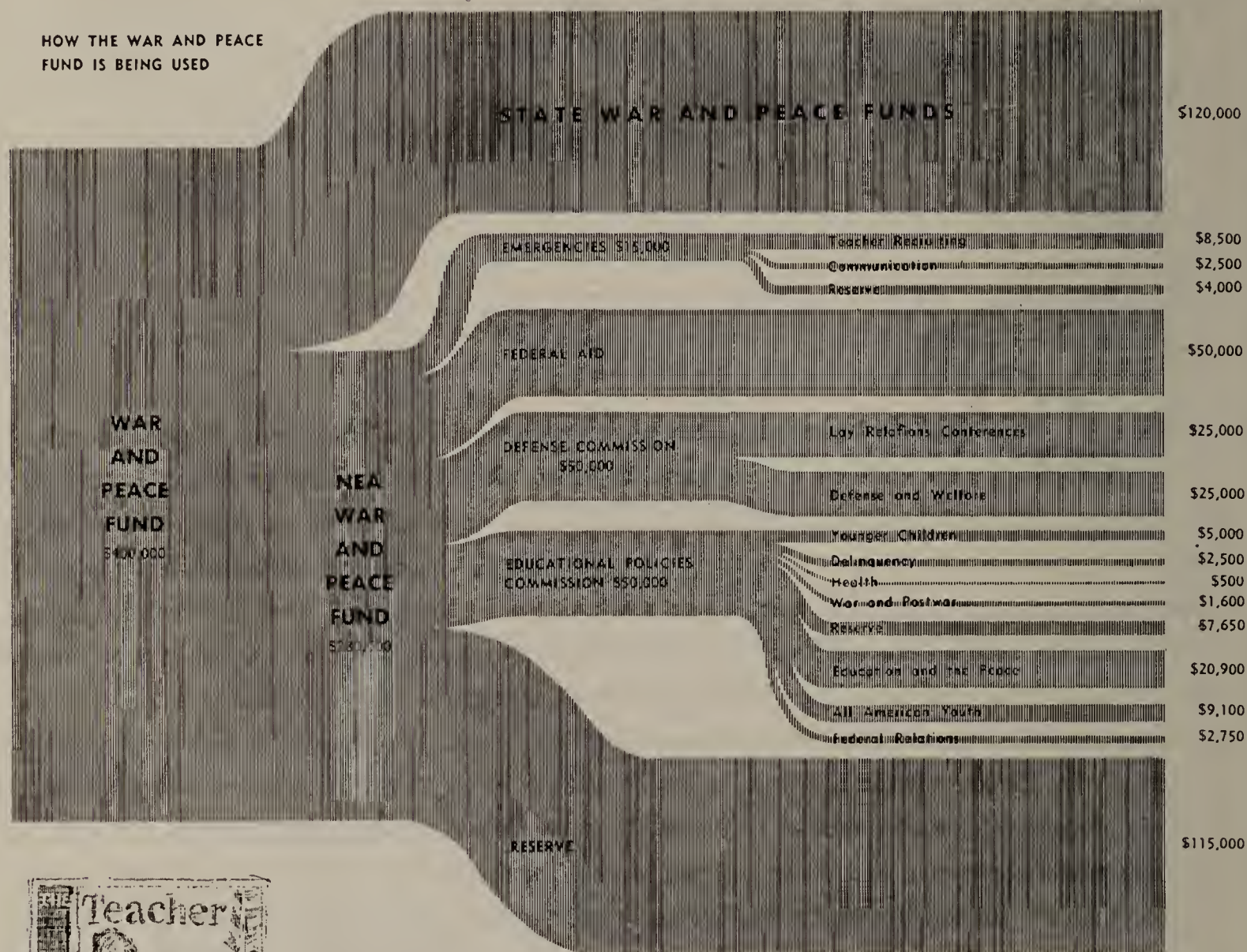
We can cover only some of the highlights of NEA activities in this report. A comprehensive statement will be found in the volume of *Proceedings*. Here it is our purpose to tell how the NEA has, during the past year, contributed to education in areas of vital importance. This is a story of generous and unassuming teamwork among the 10 divisions, 30 committees and commissions, 29 departments, and 270,000 members of the Association.

Willard E. Givens



The War and Peace Fund at Work

HOW THE WAR AND PEACE
FUND IS BEING USED



Many publications have been paid for by the NEA War and Peace Fund

IN 1942 the NEA launched one of the most important projects in its history. The teachers of America were asked to contribute funds to help meet the critical demands of the war and postwar years. One-third of the money raised by each state could be retained for state war and peace emergencies. The rest will be used by the National Education Association to do these three things:

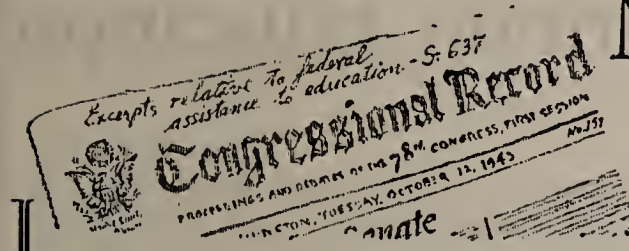
To help the schools of America play a more vigorous and effective role in hastening the winning of the war

To assure the educational profession a more powerful voice in making and keeping the peace

To conserve the interest and welfare of girls and boys and the schools in the midst of the stress and strain of the war and the competing demands of the postwar days.

The magnificent response has already resulted in an extended program of activities, a feeling of pride in the profession, and substantial progress toward the purposes of the NEA Fund.

Mobilizing for Federal Aid



IN October 1943 the United States Senate debated a measure to grant federal aid to education. Some senators did not admit that there is an educational emergency that concerns the federal government. Furthermore, they argued, teachers are paid enough already; war is no time to talk education; and, above all, federal aid means federal control.

The sponsors of S. 637, Senators Hill and Thomas (Utah), and many other senators knew that the bill had been carefully written to protect fully the autonomy of state educational systems. They knew that the danger to American education arising from wartime conditions could not be met by the states, and that the appropriation, less than the cost of two days of war, was yet sufficient to help meet a grave and increasing crisis in education.

But the battle was not to be won easily. By political chicanery, an amendment was attached to the bill, making federal control mandatory over both federal *and* local school expenditures. Thus crippled, S. 637 had to be returned to committee. Hearings on the federal aid bill in the House, H. R. 2849, are being sought as this report is being drafted.

What We Have Done

1. The arguments for federal aid advanced in the Senate and House were based upon information gathered by the NEA and presented by it to individual congressmen and congressional committees. Ninety pages of testimony, including fifty detailed charts and graphs, were presented by the NEA at the Senate hearings. The most extensive and up-to-date series of charts ever assembled on the subject will be placed before the House Committee on Education by the NEA.

2. \$50,000 of the War and Peace Fund has been allocated to support the NEA fight for federal legislation in order that schools may have adequate financial support.

3. At the suggestion of the NEA, the National Opinion Research Center of the University of Denver sampled American opinion. Eighty percent of the population favored federal assistance to schools, but objected to any federal control. Seventy percent felt that the schools did not now have enough money to do a good job. The public favors federal aid.

4. Representatives of the NEA this year visited practically every state in the Union to mobilize support under state federal aid chairmen. About forty states are now organized for action.

5. "Leaders Letters," published frequently

by the NEA, keep state and local associations informed on latest developments in the fight for federal aid.

6. The NEA is now proposing educational planks for inclusion in party platforms in the coming national election, and obtaining statements from prospective candidates as to their views on the subject.

What Next?

We have succeeded in bringing the matter of federal aid to debate on the Senate floor after more than sixty years of effort. This is a signal achievement. But the bill was not voted upon on its merits. The minority triumphed by confusing the issue. There is still time to save American education if a united and organized profession shows beyond a doubt that federal aid is necessary for the preservation of our educational tradition.

The mass of people believe that federal aid is necessary and that state control of education need not be forfeited to obtain it. It is up to us to give this public sentiment leadership, to carry the voice of the people to the lawmakers of the nation so that our public-school system may move forward in service to the nation.

The decisive battle for federal aid is yet to be waged—and won.



SENATOR THOMAS (Utah)



SENATOR HILL



CONGRESSMAN RAMSPECK
Sponsors of S. 637 and H. R. 2849

Representing Education

MEMBERS of Congress introduced 6343 bills in the 78th Congress by March 1, 1944. Of these, 118 bills directly concerned education.

Education has come to Capitol Hill. What happens on Capitol Hill may affect every teacher in every school of the nation.

Close cooperation between the NEA and our federal lawmakers has always been desirable. Now it is essential. Bills affecting education should embody the best educational policy. Federal legislation in education often fails to anticipate the effects on schools and teachers.

More is required than a strong presentation of their views by the NEA in Washington. Individuals of integrity, responsive to educational needs, should be elected to Congress. Educators in every school district in the country must strive to discern local problems, to inform their state and national leadership, and to join forces in order that adequate educational legislation may be enacted.

What We Have Done

On January 1, 1944, a significant extension occurred in the activities of the NEA. The Legislative and Federal Relations Division was organized to promote federal legislation beneficial to education and the general welfare, to work closely with all federal agencies whose programs or policies affect education, and to enlist the cooperation of state and local educational associations. The NEA seeks to have its legislative policy rooted in the needs and interests of the individual teacher and administrator. To this end, field service will be extended and legislative committees will be established all over the country. Every teacher should have a voice. Such organization will assure unified, nationwide action.

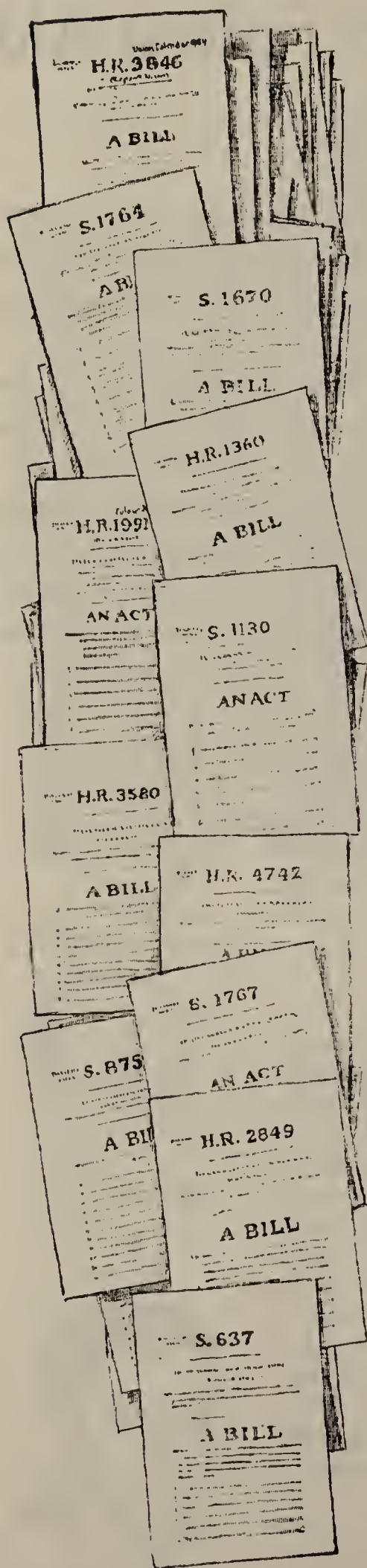
Material gathered by the NEA has been presented at nine Senate and House hearings this year:

Federal Aid for Education
Juvenile Delinquency
War Surplus Commodities
Child Care Bill
Universal Military Training

High School Victory Corps
School Lunch Fund
White Collar Workers (Subsidies)
Price Ceilings and the OPA

The NEA "News Flash" keeps educators informed on important legislation. The War and Peace Fund finances this publication.

Secretaries of thirty state education associations, meeting in Washington in February 1944, outlined a nationwide program for the support of the expanded NEA legislative activities.



on Capitol Hill

THIS year, more than ever, crucial federal policy regarding education was being decided. Other than the proposed federal aid legislation discussed on page 3, the main areas of concern to educators now are the following:

1. *Distribution of Surplus Commodities after the War:* The taxpayers of America have paid heavily for the materials of war, many of which are equally useful in peacetime. That full value may be returned to the public, it is urged that surplus war materials which are suitable for use in schools be allocated to them without further cost.

2. *Extended School Services:* The Lanham Acts have provided millions of dollars for increases in school services in areas of acute shortage. The responsible federal, state, and local educational authorities should control and direct expenditure of these funds.

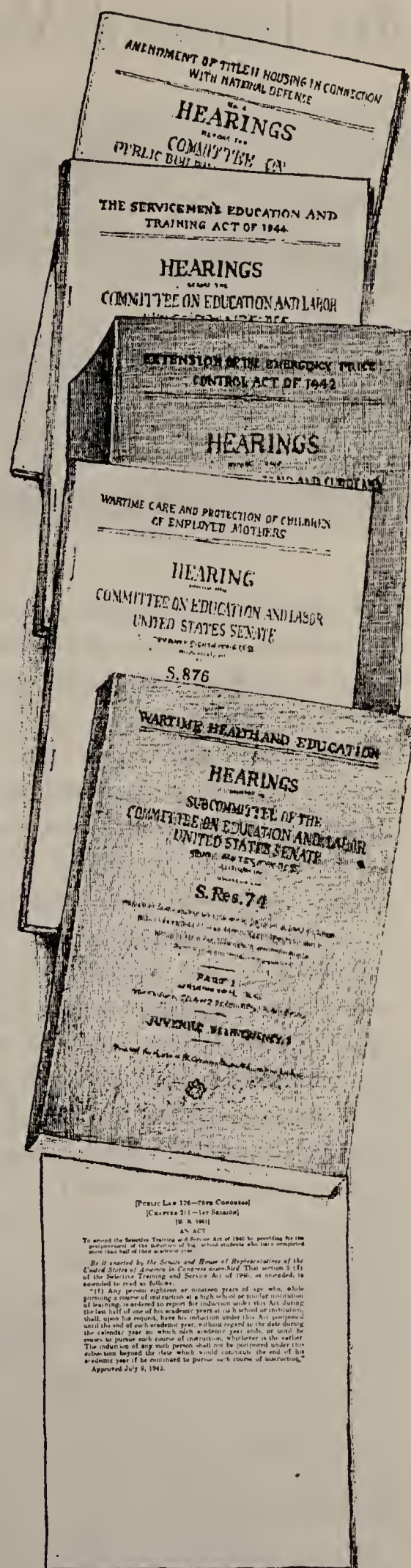
3. *School Lunch Program:* A school lunch plan administered thru the appropriate authority, the U. S. Office of Education, and based upon the needs of children, should be provided by the federal government.

4. *Postwar Building Program:* All but absolutely essential construction has ceased during wartime. As a result, a vast school building deficit will have to be made good as soon as material is available. It is of utmost importance that, when federally-financed postwar public buildings are being planned, school needs be given full consideration.

5. *Education for Veterans:* Returning service men and women will need academic, vocational, and rehabilitation education. The program which provides for these needs will be a vast educational project. The NEA cooperated with a committee representing twenty-one organizations for the support of an adequate program for veterans' education.

6. *Military Conscription:* It is impossible to prophecy what military needs will exist after the war. Whether universal military training will be required, and if so, what form it should take, who should direct it, and what policies should govern its administration are questions that can best be answered after the war is over.

7. *Selective Service Amendment:* The Secondary-School Principals were almost wholly responsible for the passage of H. R. 1991, deferring students who are completing the last half of their senior year in secondary school.



In Time of War . . .



IN time of war . . . prepare for peace. The last war was won in 1918. It was lost in the decade that followed. We planned too little; acted too late. War comes when man is taught to hate. Peace can only survive when all men have free access to the truth. Last year the NEA presented, in *Education and the People's Peace*, (1) the conviction that education is a matter of primary international concern, and (2) constructive proposals for giving education a voice in making and keeping peace.

Secretary of State Cordell Hull, commenting upon the NEA policies, recognized the important role of education in the peace and reconstruction. In March, the State Department sent a delegation to the meeting of Allied Ministers of Education in London. The United States has thus shown itself ready to cooperate with other United Nations for educational planning in the present emergency and after. These events are substantial steps along a road which the Association has pioneered.

The NEA this year has encouraged discussion of the role of education in the peace. The War and Peace Fund provided for the writing and publishing of two study guides for adult and student groups, extensive field work, and cooperation with all interested organizations:

To date, 44,000 copies of the regular edition of *Education and the People's Peace* have been dis-

tributed. An additional 47,634 copies, made possible by the War and Peace Fund, were sent to key citizens in each of several thousand communities. Over one hundred addresses on education and the peace have been made by the staff. These have been supplemented by four radio programs and twenty articles.

The Liaison Committee for International Education, including eleven representatives from the NEA, sponsored the Harpers Ferry meeting of the International Education Assembly. NEA representatives are in close touch with the International Labor Office and the United Nations Relief and Rehabilitation Administration. The rebuilding of war-devastated schools has been included in the UNRRA agreement.

A grant from the Coordinator of Inter-American Affairs to the NEA makes possible the publication of the newsletter, "Among Us."

With the help of experts in international relations, a document upon the prospects for peace will be prepared and reported to the membership. A forthcoming issue of the *Annals* of the American Academy of Political and Social Science will be devoted to education and the peace. The Social Studies yearbook, *Citizens for a New World*, likewise discusses this problem.

The international relations of the NEA this year have included visits by Association officers to Canada, England, and twelve Latin American countries. The Minister of Education from the Netherlands, representatives of the National Union of Teachers of England, and visitors from Brazil, Egypt, the Philippines, Guatemala, China, the Dominican Republic, Peru, Uruguay, and Canada discussed education problems at NEA headquarters.

Last year was a time of policy-formation; this year has been one of action and accomplishment.

教育與人民的和平

Education and the People's Peace

A EDUCACAO E A PAZ DOS POVOS

La Educación y la Paz de los Pueblos

Now printed in four languages

Defending Schools and Teachers

BERTHA HOLMAN was a teacher in Phoenix, Arizona. Miss Holman was a good teacher. In the middle of the school year she was married. She was immediately discharged. The Arizona Education Association, with the approval and assistance of the NEA, supported a suit in her defense. The court declared that the contract cancellation was unlawful. The teacher was reinstated, her back salary was paid, and all contracts were reprinted with the "marriage" clause deleted.

J. L. Otera, rural-school supervisor in New Mexico, was dismissed before termination of his contract. He had refused to contribute \$75 to a political campaign. The New Mexico Educational Association has employed a lawyer to plead the case before the State Supreme Court. The NEA has filed a brief as a "friend of the court."

The High School Teachers Association and the Kindergarten-6B Teachers Association of New York City observed irregularities in the administration of the city's schools. They asked the NEA to find the facts. An investigation revealed repeated interferences by the mayor in school appointments, and in the appropriation and disbursement of school funds. The NEA has published these findings and is supporting action to remedy the situation.

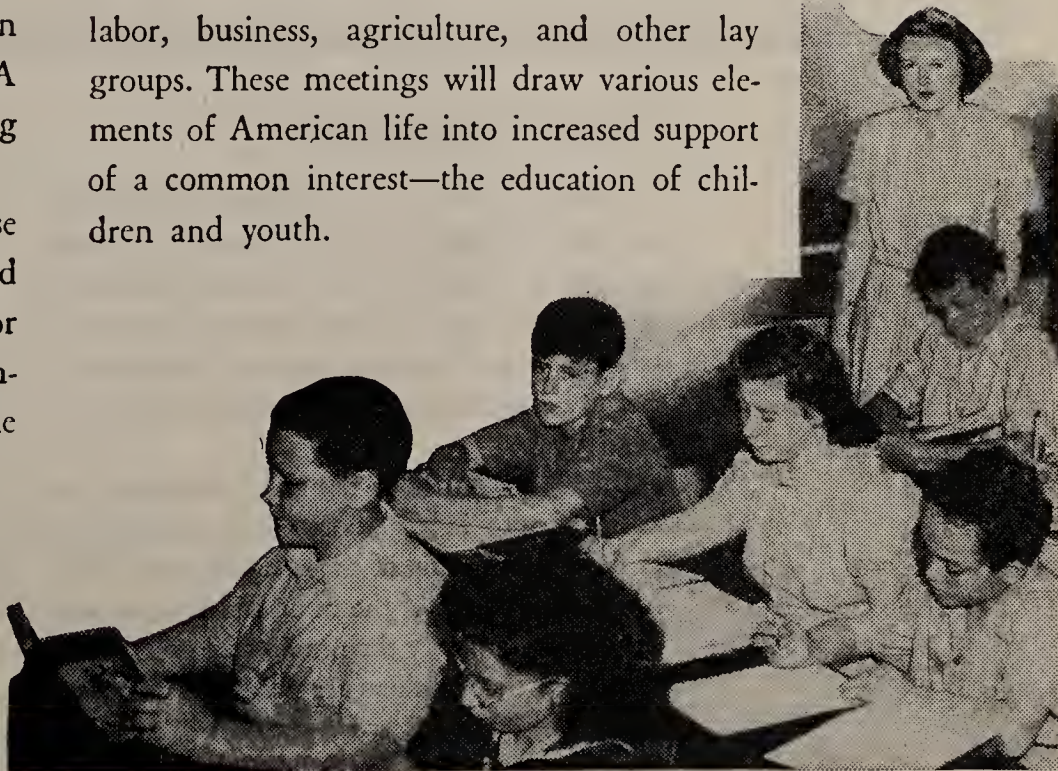
The NEA is giving support to the defense of Kate Frank and two other teachers dismissed from the Muskogee, Oklahoma, schools for activity in the Department of Classroom Teachers, and for opposing political control of the schoolboard.

In Syracuse, New York, Hot Springs, Arkansas, and Minneapolis, Minnesota, the NEA has given assistance to help these communities secure proper treatment for the schools.

Seventeen cases involving tenure violations were handled this year by the NEA. The need for protection of schools and teachers thru comprehensive tenure legislation will be intensified when the war emergency is over. The NEA is studying this problem.

The NEA has issued special bulletins during the year covering activities which threaten the democratic structure of America by attacking the public schools and reporting on the activities of the NEA in defense of education, legislation affecting the well-being of teachers, and reviews of court decisions concerning the rights of teachers and students.

The appropriation of \$50,000 from the War and Peace Fund for the defense of the schools and teachers of America made possible many of the NEA investigations, and will make possible the continuation of assistance. Half of this appropriation will be used to sponsor regional and local conferences with representatives of labor, business, agriculture, and other lay groups. These meetings will draw various elements of American life into increased support of a common interest—the education of children and youth.



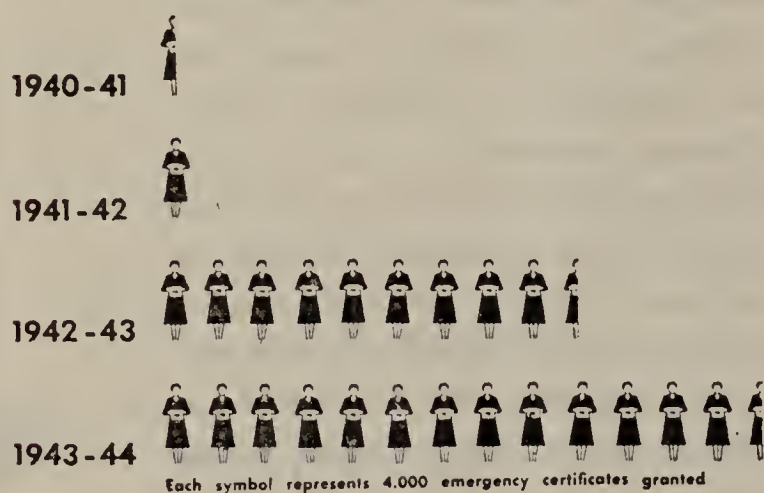
Closing Up the Ranks



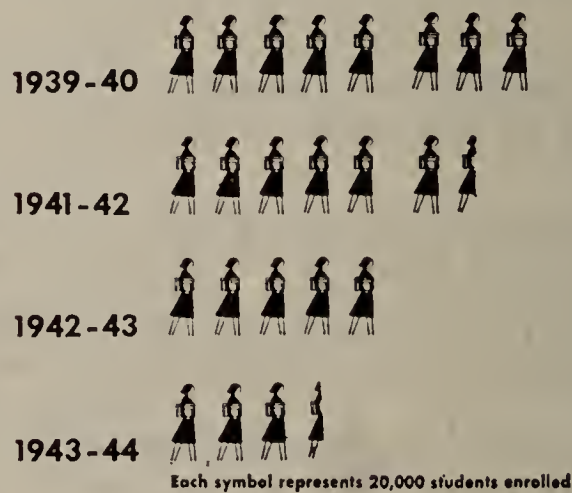
WHEN a teacher leaves the profession today, there is often no one to take his place. Skilled manpower is the nation's greatest need and greatest asset. The reconstruction of a war-devastated world will call for even more skilled men and women. The well-being of our country *then* will largely depend upon what we do for our children *now*.

Approximately 100,000 teachers are now in the armed services. During this year, about 55,000 emergency certificates have been issued; more than 170,000 teachers were new in their jobs; there were 8000 vacancies when the schools opened in September 1943. Only 10,000 new teachers, as compared with a normal 50,000, will graduate from teachers colleges or normal schools.

EMERGENCY CERTIFICATES



TEACHERS COLLEGE ENROLMENT



What We Have Done

From the NEA War and Peace Fund, \$8500 has been appropriated for an intensive teacher recruiting campaign. Over 500,000 pamphlets and leaflets have already been distributed. A colored poster, showing teaching as war service, is being used for public display over the country.

The NEA has been the chief source for up-to-the-minute information on the developing crisis. On the basis of these figures, the NEA has launched one of the most widespread campaigns in its history thru radio and press to tell the public that teachers are needed. The cut on this page, "They Serve . . . Who Teach," is part of a series of small "drop-ins" that are

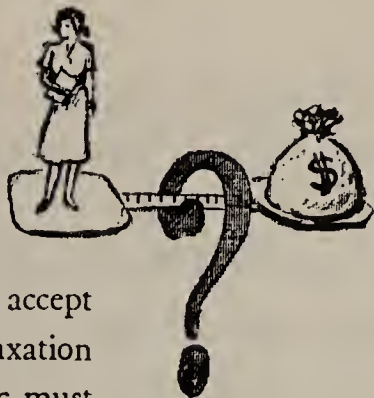
being used by advertisers in supporting the teacher recruiting program. The NEA is sending these inserts to teachers all over the country asking them to urge local advertisers to use them.

The greatest war contribution a teacher can make is to stay on the job. Young people need to realize the opportunity for service and satisfaction which teaching provides. Former teachers must be called back to active duty. The public needs to be made aware of the danger resulting from a teacher shortage, and must be prompted to demand action to meet the crisis.

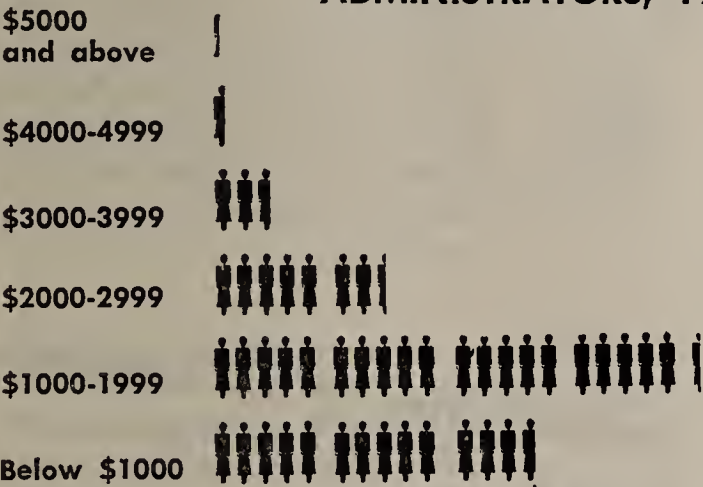
These are the essential parts of a teacher recruiting campaign. The ranks *must* be kept filled.

Fair Play for Teachers

SINCE the first school opened its doors in America, the public has consistently received more than it has invested. For the skill and devotion of a good teacher, any salary is but a token payment by society, far less than the real value of the service rendered. But this spirit of sacrifice does not mean that teachers should meekly accept injustice. Unless salaries of teachers can be adjusted to the increased burden of taxation and the abnormal rise in the cost of living, even the most conscientious and idealistic must leave the profession. Thousands have already left, being able to obtain, for the first time, salaries sufficient to assure them a decent living standard. Others can no longer afford to become teachers. *What is America going to do about this?*

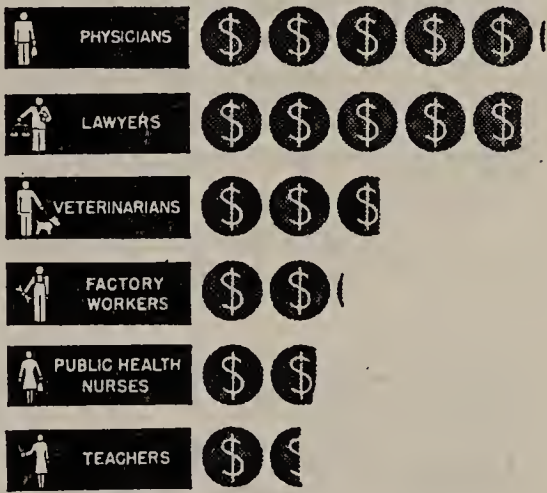


SALARIES OF TEACHERS AND SCHOOL ADMINISTRATORS, 1942-43



Each symbol represents 20,000 persons

AVERAGE ANNUAL EARNINGS



Each symbol represents \$1000

RES. DIV., NEA

What We Have Done

The NEA has gathered the facts about the present extreme need for increases in teachers' salaries. These data tell their own story; the NEA has spread it from one end of the nation to the other. An "Open Letter" from the NEA was sent to 500,000 schoolboard members, newspaper editors, and interested citizens; it was paid for by the War and Peace Fund. The NEA, working closely with government agencies, has obtained interpretations of wage stabilization regulations that are fair to the teaching profession. Such interpretations have made it possible, in many cases, for local groups to obtain legal salary increases.

Over four hundred communities have requested and obtained salary information from the NEA. Special assistance has been rendered to over a dozen major cities. Largely as a result of information disseminated by the NEA, most school systems report an improved salary situation for 1943-44. At least fifteen state legislatures provided increases effective this year. But teachers are still leaving. Salaries of teachers have risen 10 percent over the 1939 level—but living costs have risen between 25 and 40 percent. In the coming year we must continue with increased vigor our united effort to obtain professional pay for professional work.

Meeting Wartime Needs

THIS year has been a year of constant readjustment to an uncertain present in the face of an even less certain future. It has been a time of heartbreak and hard work for teachers as well as all citizens.

The new problems war imposed on the schools required new solutions. The schools of America have met most of these problems with vision and energy. Many of the solutions, prompted by wartime urgency, will be of lasting value.

A few samples of the special wartime problems of the schools are suggested by the headlines below, followed in each case by an account of some typical ways by which the NEA has helped to deal with them.

PREINDUCTION COURSES IN LOCAL HIGH SCHOOL



The current yearbook of the Science Teachers is devoted to a discussion of policies which should guide the selection and development of preinduction courses. Two special statements on preparing for induction were issued by the Secondary-School Principals.

TEACHERS NOT TO BE DEFERRED STATES THE DRAFT BOARD



Interpretations of selective service directives have been influenced by NEA information regarding the existing teacher shortage. A modification of the policy to recruit civilian teachers for army illiterates followed NEA demonstration of the already acute manpower situation in the schools.

Warning by Educators of Danger in Youth at Work



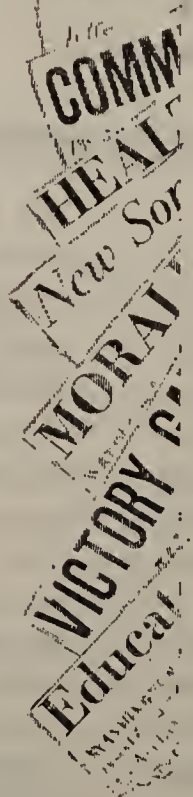
In the statement, "An Emergency in the Education of American Youth," the NEA discussed the relation of continued education to manpower needs. "I Should Stay in School," published by the Secondary-School Principals, pointed out that maximum national service is a function of maximum education.

Youthful Gangs Accused of Terrorizing Neighborhood



Juvenile delinquency can be controlled and prevented. An NEA study of laws regarding juveniles is now under way; a statement on school and community policy will be presented shortly. An issue of the bulletin of the Elementary School Principals was devoted to the problem.

Schools Meet War Challenge



The third in a series of curriculum guides published by the NEA Social Studies Department presented policies for wartime instruction on the elementary level. . . . *Morale for a Free World*, the yearbook of the School Administrators, pointed out the relation of the school program to the kind of morale with which war can be won. . . . The Music Educators published *New Songs for Schools at War*. . . . The second *Wartime Commencement Manual* was issued by NEA. . . . A report on physical fitness was submitted by the Department of Health. . . . The Department of Garden Education helped publish a victory garden circular. . . . The Department of Home Economics cooperated in a study of home economics in the war. . . . The Department of Lip Reading is mobilized for rehabilitation of war-deafened. . . .

New Tools for Better Teaching

FEW fields yield human satisfactions so enduring and so profound as education. A lifetime is not too long to explore the infinite variety and infinite opportunity of teaching. It is a never-ending and always exciting search for ways and means of dealing with new problems, and applying new solutions to familiar situations.

This search for new and better methods has been and must remain one of the most vital responsibilities of every educator. The NEA activities in this field are so widely varied that only a few of them can be briefly summarized here.

Local Discussions of Teaching Problems

The 1943 Yearbook of the Elementary Principals, with its accompanying study manual, was designed to promote discussion of promising classroom practices. The discussion guides issued by the Secondary-School Principals on implications of current problems are widely used.



A Changing Society

The study of American history by the Social Studies Department with three other organizations, is an important contribution to curriculum content and method in the social studies and a vigorous answer to critics. The series of resource units, *Problems in American Life*, sponsored by this Department and the Secondary-School Principals, has been completed this year.



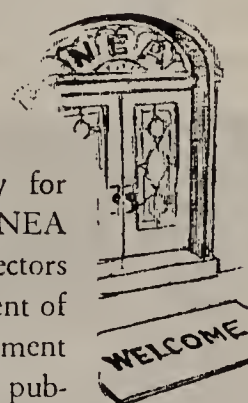
Subsidies for Special NEA Services

The Automotive Safety Foundation provided funds for the NEA Commission on Safety Education. The Better Business Bureau finances the Consumer Education Study of the Secondary-School Principals. The Alfred P. Sloan Foundation is assisting the department of Teachers Colleges study of how schools can teach pupils to improve living conditions.



Welcome

The incorporation of the Society for Curriculum Study and the former NEA Department of Supervisors and Directors of Instruction into the new Department of Supervision and Curriculum Development has brought into the ranks of NEA publications the pictorial *Building America*, and a new journal, *Educational Leadership*.



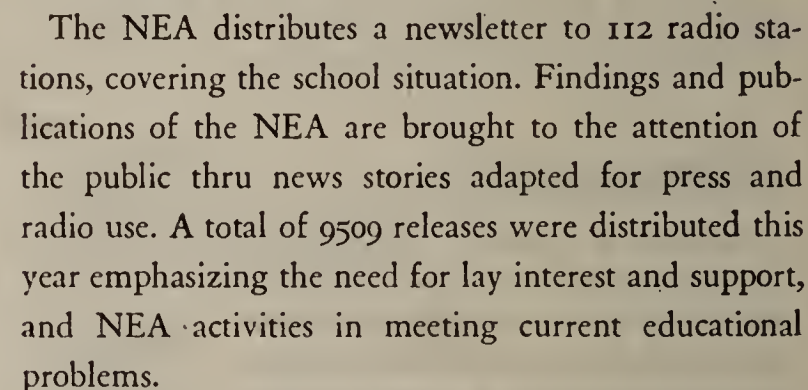
And Furthermore . . .

The publications of the NEA and its departments regularly discuss new teaching technics, suggest sources for teaching materials, analyze typical classroom situations, and provide an opportunity for teachers and administrators to exchange experience and ideas. Special activities this year include: A *Research Bulletin* devoted to teaching methods for slow learners. . . . The Department of Supervision Yearbook was on extended school services. . . . Issues of the *Review of Educational Research* on teaching aids. . . The NEA and American Library Association recommended children's books. . . . The Art Department prepared a bulletin on communication arts. . . . Of all inquiries answered by the NEA, 32 percent were for information on teaching methods and materials. . . . Regional conferences on rural education. . . . Symposium on curriculum principles in industrial arts. . . . Postwar problems of business education. . . .



ONE of the main responsibilities of the NEA is to help keep the public accurately informed regarding the needs and policies of the schools. The vitality and integrity of each local school depends upon public interest at "the grass roots." Public support for education is a function of public understanding.

with one hundred national advertisers. As a result, three of the largest advertising agencies have contributed free art and copy for a campaign to emphasize the vital character of teaching and the crisis in education today.. Thru NEA efforts, teacher recruiting was included in the national womanpower campaign sponsored by the Office of War Information and the War Advertising Council. The Advertising Federation of America is asking each of its 150 clubs to make use of the "drop-ins" which have been prepared for the campaign. Articles have already appeared in *Made-moiselle* and *Fortune*, and will appear in the *Saturday Evening Post*, *Woman's Day*, *This Week*, *Atlantic Monthly*, and other leading magazines, in the next few months pointing out that teaching is war service. The "Apple for a teacher . . ." newspaper advertisements were prompted by the NEA.



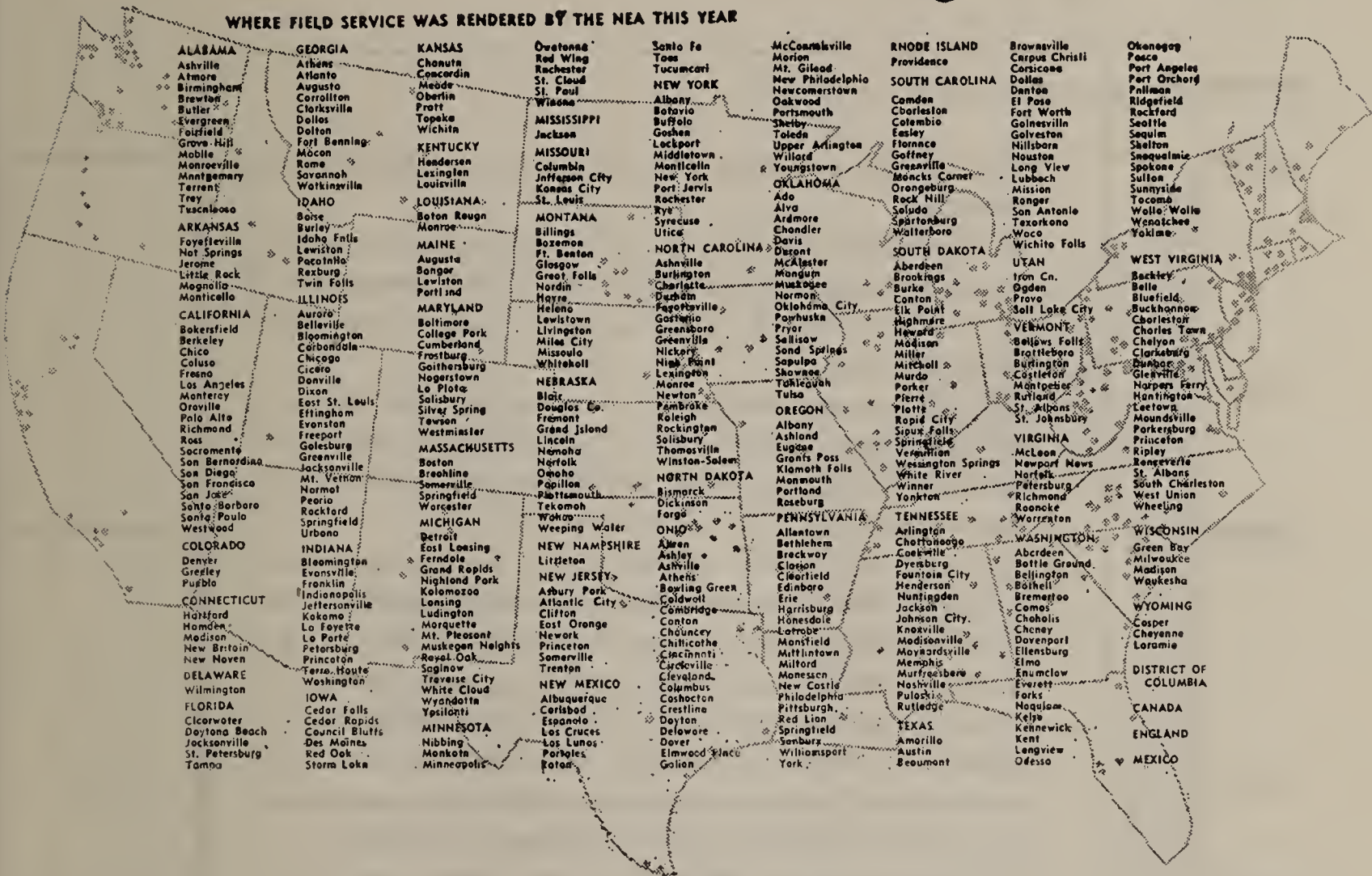
In cooperation with the Book-of-the-Month-Club, the NEA distributed 35,000 copies of a guide to popular books on education for the general public, with a foreword by Dorothy Canfield Fisher.

Three leaflets have been published by the NEA describing what the public can do to help obtain federal aid. Machinery has been set up to carry news of federal legislative activity in education to the radio and press in every congressional district in the country.

NEA efforts this year in bringing educational needs home to the people have been more extensive than ever before. Our profession must put its united strength behind an increased effort to let the people know that public education, if it is to continue to serve public need, must be a vital concern of the public interest.

American Education Week is sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. Over 8,000,000 citizens participate annually in this observance.

Serving the Nation



NEA FIELD SERVICE

Types of Groups	Number of Individual Contacts	NEA Groups	Number of Meetings
Lay Groups	19,635	Commissions and Committees	454
Teachers Groups	512,334	State Directors	939
Planning and Executive	5,546	Department Officers	626
Unclassified	2,660	Headquarters Staff	1216
		Other	12
Total	540,225	Total	3,247

THIS is a time when educators need to share experiences in the solution of new problems. And yet national conventions cannot be held, and even local travel is difficult.

However, the annual meeting of the NEA Representative Assembly was held in Indianapolis, in July 1943, without the national convention. Regional conferences were held by nine departments.

Supplementing these conferences, the field service rendered by the NEA officers and staff has, as the map on this page reveals, covered the nation. Canada, England, Mexico, and twelve South American countries were also visited. The map and list of places visited can only indicate how extensive NEA field service has been; it cannot express the value to the teachers of the nation.

The professional relations institutes, co-sponsored by the NEA, were held on fifty-seven campuses in twenty-five states. The regional institutes held in Kansas this year were based on the NEA "Organization Workbook," issued in response to requests for discussion guides on professional problems for teachers.

Looking Back

MEMBERSHIP



AT the time of the last war, teachers were unorganized and unprotected.

In 1917 the NEA had only 8466 active members. There were only three on the headquarters staff. There was no *NEA Journal* or Research Division. Only five states had education associations with full-time executives.

In 1917 the average annual salary of teachers was \$655. Fifty percent of the teachers of the country had no more than a high-school education. Only four states had tenure laws for teachers. Only eight states had provisions for teacher retirement.

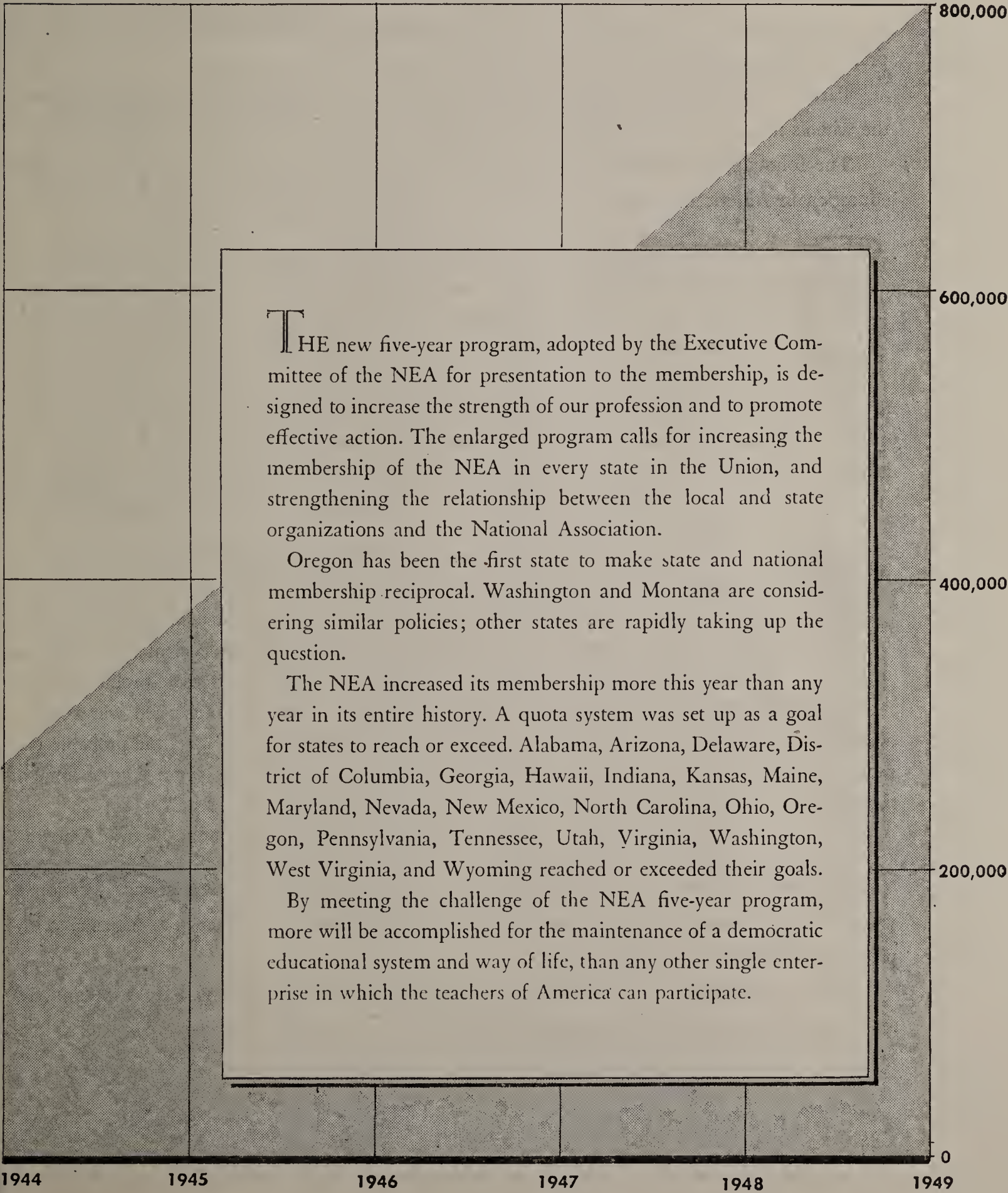
Today the NEA has over 270,000 members. There are 150 on the headquarters staff. Besides the *NEA Journal* and *Research Bulletin* and special bulletins issued by the divisions and commissions, the departments of the NEA publish yearbooks, journals, and special materials for members. Forty-seven state educational associations and the District of Columbia association publish journals. Most state associations have full-time paid executives. All the state associations and hundreds of local associations are affiliated with the NEA.

Today, 45 percent of the teachers of the country have tenure. Thirty-three states have statewide retirement protection for teachers. The average teacher has more than three years of college preparation. The average annual salary for teachers is now \$1550.

Organization has meant progress. We may be proud of our past achievements; we have great things yet to accomplish.

Looking Forward

PROJECTED MEMBERSHIP UNDER FIVE-YEAR PLAN



Better Schools for the Future

THE most direct road to the next war is to follow victory by an era of chaos, confusion, and factional conflict. Unity of purpose will be as vital to maintain peace as it has been to win the war—and even harder to achieve. As in the period before battle all alternatives are explored, so, as a prelude to peace, thoughtful men are now exploring the roads that lie ahead.

Part of this great task belongs to the schools of this democracy. However difficult the problems of the schools in wartime have been, those of the postwar period will be fully as complex.

The following quotations are from two NEA publications which discuss plans for postwar education in American schools.



"If the American system of education, based on local control and initiative, is an institution worth saving, we must begin to save it now. We cannot successfully improvise a program when the war is over. We must plan and act at once or never. If we say to the challenge of the present moment 'not yet,' we shall be obliged to say at some future time 'it is too late now.' The course of public education for youth for decades to come will be shaped by the decisions and deeds of the next few months. Moreover, the consequences of failure to act will be quite as far-reaching as the results of action. For educational change is bound to come, and to come swiftly. Only the nature and direction of change may be controlled."

From *Education for All American Youth*, Educational Policies Commission.



"The general trends indicated . . . involve many specific decisions as to policies of administration, organization, teaching methods, curriculum content, and finance. The present report ventures to suggest concisely and systematically what many of these decisions should be, especially with reference to public elementary and secondary education as a whole. It also explores the more immediate problem of providing suitable guidance, training, and job placement for discharged war veterans and civilians released from their wartime occupations. Another section considers the probable personnel and cost of the educational programs proposed, while the concluding pages suggest some of the legislative and administrative steps needed to put desirable policies into effect."

From April 1944 *Research Bulletin*, "Proposals for Public Education in Postwar America."

This year the NEA has evolved basic policy and outlined programs for the postwar education of youth. These programs and policies are for the educators of America—to discuss, to criticize, to improve, and, finally, to put into action.

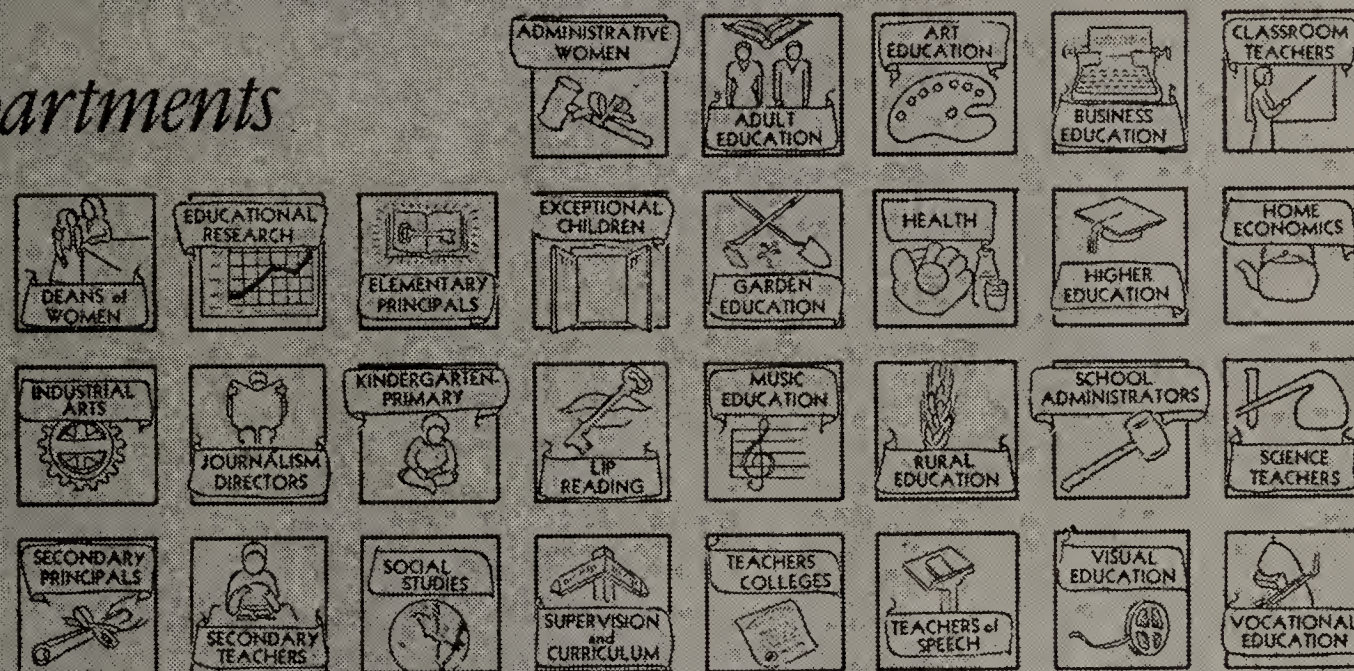
This is our opportunity to move forward as we have never done before. We have abundant new tools, technics, and materials; we shall use them best if we also have new vision.

Members of the Team

Divisions



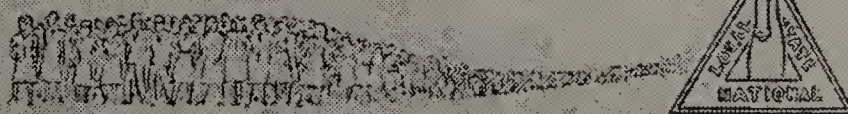
Departments



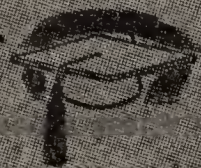
Committees and Commissions



*And
270,000 Members*



MORE THAN BUGLES . . .



There is nothing very exciting about a foxhole full of ice water or even high explosive from shells or bombs. The only exciting things in the world are matters of high meaning . . .

There have been some exciting moments in the military history of the United States, but the long social history of the United States is much more exciting and meaningful. In that social history the progress of the American system of public education still remains for me the most dramatic story. The public school of the United States in its origin and development has been the greatest practical instrument of free men in this hemisphere. In the future the public school system will be a source of new concepts of freedom, a principal weapon in the never-ending battle against ignorance and ill-will. To increase the esteem in which the great enterprise of public education is held among our people is a task of tremendous responsibility and honor. While we work at little everyday jobs in education, let us always remain conscious and proud of that great and exciting meaning of education. Right now, soldiers and battle heroics seem important. They are only as important as they were always—important because they are necessary consequences of badly educated human groups. The crucial and transcendent task is better education of these groups.

Perhaps this sounds commonplace to you. To me, about to see very soon my seventh major engagement, it is the one belief which stirs my blood more than bugles . . .

MAJOR HAROLD R. BENJAMIN
United States Army Air Force
Now on military leave of absence from his position as Dean of the School of Education, University of Maryland



FINANCIAL REPORT

REPORT OF BOARD OF TRUSTEES

The Board of Trustees submits herewith its report on Permanent Funds and properties of the Association. All other details of financial operation are included in the Report of Auditors.

Following is a comparative summary showing the assets of the Permanent Fund of the Association and its departments as of May 31, 1943 and May 31, 1944:

	May 31, 1943	May 31, 1944
Cash	\$ 2,240.03	\$ 1,322.69
Securities	160,578.82	176,538.82
Life Membership Notes—Less Reserve.....	77,050.67	63,348.67
Real Estate—Less Reserve.....	587,372.44	570,372.44
Parker Teacher Welfare Fund.....	10,173.28	10,799.44
Department of Elementary School Principals Fund	15,403.76	17,424.76
American Association of School Administrators Educational Research Fund.....	31,639.55	31,919.55
Department of Supervision and Curriculum Development Fund	2,378.00	2,378.00
American Association for Health, Physical Education and Recreation Fund.....	10,000.00	10,000.00
National Association of Deans of Women Fund	1,988.69	1,988.69
Net Assets of Permanent Funds.....	\$898,825.24	\$886,093.06
Reserve for Anticipated Loss on Life Membership Notes	16,991.98	25,801.98
Reserve for Building Depreciation.....	46,108.06	63,108.06
Gross Assets of Permanent Funds.....	\$961,925.28	\$975,003.10

It will be noted from the above that the gross assets of Permanent Funds have increased during the year by the amount of \$13,077.82 although the net assets have decreased by the amount of \$12,732.18. This difference is accounted for through the fact that the reserve for anticipated loss on Life Membership Notes was increased by action of the Board of Trustees and by the increase in the Reserve for Building Depreciation.

The increase in the Reserve for Building Depreciation represents an actual investment in securities. During several years when the real estate was subject to a mortgage loan, it seemed wise to clear that loan as rapidly as possible and to reduce the amount of interest payments thereon. All cash received from life memberships was used toward reduction of the mortgage loan. Following the clearance of the mortgage on January 30, 1942, the Board of Trustees authorized all payments from life memberships thereafter received for credit to the Permanent Fund, to be invested in securities which would be added to the Building Depreciation Account. It was provided that the depreciation should be at the rate of 2 percent of the cost of the buildings for each year of Association ownership. For the original Administration building purchased in 1920, the cost was set at \$50,000; for the addition thereto, built in 1930, \$325,000; for the garage building, purchased in 1937, \$20,000. The amount of annual depreciation, under this plan, is \$7,900 and total depreciation to date, would be \$118,800. The present reserve of \$63,108.06 is entirely in the form of invested securities of which the amount of \$42,800 is invested in United States War Bonds, Series G. The increase in the amount of this reserve, \$17,000, is a little over twice as much as the amount figured as annual depreciation so that we are on our way to close the gap between the aggregate amount for the period of ownership under the plan and the actual reserve as represented by securities.

Favorable comment should be made on the increase in the Permanent Fund of the Department of Elementary School Principals, this being made possible through life membership receipts which are immediately invested in war bonds.

The total holdings in war bonds by the Association and its departments are \$99,100. It is also appropriate to mention that during the fiscal year, staff members of the Association, through salary savings plan, have purchased war bonds in the maturity value of \$30,875.00.

Securities owned by the Association are deposited in the vaults of the American

Security and Trust Company. By action of the Board of Trustees, access to the vault may be had only by the Chairman of the Board of Trustees and the Business Manager of the Association, jointly, and by the Executive Secretary of the Association serving for one or the other in the event of unavailability. Satisfactory Certificate of Unavailability is required by the bank officials. The securities are examined and checked in fullest detail by the Auditor.

The properties of the Association are in excellent condition. In spite of manpower shortage, it has been possible to carry along a program of maintenance through interior painting, minor repairs, etc., which are paid for from operating funds of the Association. One repair in the form of replacement of a steam return line was paid for out of the income of the Permanent Fund. From that source also, the expense for installation of stoker was met.

It was reported that the headquarters building was heated more satisfactorily last winter than ever before. An allotment of fuel oil was sufficient to operate one of the heating units with oil burner equipment during the milder weather. The stoker, installed in October 1943, was connected with the second heating unit and was used with what proved to be an adequate coal supply for the greater part of the heating season. Costs for heating the building substantially increased over those of 1942-43. However, conditions during that year were difficult; the allotment of oil was only slightly more than 50 percent of the average amount used in previous years; the increase in both fuel oil and coal prices this winter over those of years previous to 1942-43 are the immediate reasons in the increased cost.

The garage property is being well maintained and improved by the tenant. This has proved to be an excellent investment and its availability for future expansion of the Administration building is a factor that steadily becomes more important.

All space in the Administration building is fully occupied and there no longer remains a single room for expansion of any activities of the Association and the departments now housed with it nor for the accommodation of any departments seeking offices in the building. There can be no doubt but that we must immediately think about an addition to the present plant. Space may be acquired by building additional stories on the Sixteenth Street unit, or by new construction on the garage site.

Such expansion is, of course, impossible under wartime conditions. A problem faces us in the matter of future financing. To be true, we have a fair investment in securities and might also draw upon those which constitute the Reserve for Building Depreciation. However, the source of future income for the elimination of any building debt that might be incurred is not so bright. Although, as will be noted by the report of the Auditors, there are 1,728 life membership notes, nearly 300 are inactive or in substantial arrears. The income from these notes and from other life membership pledges was only a little more than \$15,000. As the active notes are paid off, the income from this source will continue to decrease. Unless a new interest is created in life membership and the response is similar to that in the years immediately preceding the construction of the present building, life membership cannot be counted upon as a source of funds for building expansion.

The report of the Auditors will be read with interest and encouragement. The gain in income over last year in the amount of more than \$133,000 is gratifying. Increased membership was the greatest contribution to this gain although advertising and exhibit receipts increased \$20,000. It cannot be assumed, however, that expenses for the ensuing year can be projected over those of last year in an amount equal to this gain. Our budget of last year authorized expense of \$22,000 beyond the income; the actual expense was approximately \$36,700 in excess of the budget. Expansion beyond last year's expense, therefore, is limited. A substantial part of the increase in current expense is directly related to membership increase.

Activities of the Permanent Fund are shown in the following statement:

PERMANENT FUND—PRINCIPAL ACCOUNT

CASH REPORT—MAY 31, 1944

<i>General Funds</i>			
Cash on hand, May 31, 1943.....	\$2,240.03		
Receipts from Life Memberships.....	15,102.35	\$17,342.38	
<hr/>			
Other Receipts:			
U. S. Treasury Bond Redeemed..	1,000.00		
Balance from Manhattan Railroad			
Bonds	20.11	1,020.11	\$18,362.49
	<hr/>	<hr/>	

Disbursements:			
Purchase U. S. Defense Bonds, Series G.	\$17,000.00		
Refunds on Life Memberships.....	37.00		
Exchange on Foreign Checks.....	2.80		\$17,039.80
			<hr/>
Cash Balance May 31, 1944..			\$1,322.69
<i>American Association of School Administrators—Educational Research Fund</i>			
Cash on hand, May 31, 1943.....	408.23		
Receipts:			
U. S. Treasury Bond Redeemed..	50.00		
Life Membership Receipts.....	280.00	330.00	
		<hr/>	
		738.23	
Disbursements:			
Purchase U. S. Defense Bonds, Series G.		400.00	
		<hr/>	
Cash Balance May 31, 1944			338.23
<i>Department of Elementary School Principals</i>			
Cash on hand, May 31, 1943.....	457.78		
Receipts:			
Life Memberships	2,021.00	2,478.78	
		<hr/>	
Disbursements:			
Purchase U. S. Savings Bond, Series F	1,036.00		
Purchase U. S. Defense Bonds, Series G	900.00	1,936.00	
		<hr/>	
Cash Balance May 31, 1944..			542.78
<i>Department of Supervision and Curriculum Development</i>			
Cash on hand, May 31, 1943.....	128.00		128.00
<i>National Association of Deans of Women</i>			
Cash on hand, May 31, 1943.....	45.69		45.69
<i>Parker Teacher Welfare Fund</i>			
Cash on hand, May 31, 1943.....		511.19	
Receipts:			
Interest and dividends on Stocks and Bonds	170.50		
Liquidating Dividends	456.00		
Home Owners Loan Corp. Bond Redeemed	750.00		
Parity Payment and Sale of Wheat, North Dakota.....	40.82	1,417.32	
		<hr/>	
		1,928.51	
Disbursements:			
Purchase U. S. Defense Bonds, Series G	1,000.00		
Taxes and Expenses Montana and North Dakota Properties.....	32.82	1,032.82	
		<hr/>	
Cash Balance May 31, 1944..			895.69
Cash Balance May 31, 1944..			<hr/>
			\$3,273.08
Deposited in American Security and Trust Co.			<hr/>
			\$3,273.08

PERMANENT FUND—INCOME ACCOUNT

Receipts:

Interest on Bonds	\$5,455.75	
Interest on Bank Deposits	148.74	
Rent—Headquarters Building . . .	43,000.00	
Rent—Garage Property	5,100.00	\$53,704.49

Disbursements:

Attorney's Retainer Fee	500.00	
Stoker and Building Repairs	3,925.73	
War Damage Insurance	237.00	
Taxes—Garage Property	1,063.78	
Safe Deposit Box Rental	42.00	5,768.51

To Treasurer for Income 1943-44 \$47,935.98

The above income represents net earnings of 6.3 percent on the invested capital of the Association.

A full statement of the Permanent Fund is shown in the Report of Auditors, Exhibit "D" and list of properties held for the credit of the Parker Teacher Welfare Fund is shown in Exhibit "F."

JOSEPH H. SAUNDERS, *Chairman.*
E. G. DOUDNA, *Vice Chairman.*
Board of FLORENCE HALE, *Secretary.*
Trustees MYRTLE HOOPER DAHL.
EDITH B. JOYNES.

July 1, 1944.

REPORT OF AUDITORS

WAYNE KENDRICK & COMPANY

Certified Public Accountants

RUST BUILDING, WASHINGTON, D. C.

June 16, 1944.

Mrs. Edith B. Joynes, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Madam:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1944, and present herewith our report comprised of the following exhibits and comments:

- Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1944.
- Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1943 and 1944.
- Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1944.
- Exhibit "D"—Assets of Permanent Funds as at May 31, 1944.
- Exhibit "E"—Investments in Securities—Permanent Funds Bonds as at May 31, 1944.
- Exhibit "F"—Properties Held for the Credit of the Parker Teacher Welfare Fund as at May 31, 1944.
- Exhibit "G"—War and Peace Fund—Analysis of Receipts and Disbursements for the Period April 15, 1943, to May 31, 1944.

Comments

Our examination involved primarily the verification of assets and liabilities of the association as at May 31, 1944, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid by the depositories with amounts entered in the books of account. We also inspected the checks as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of

permanent funds were verified by inspection of the checks showing payments to the regular account.

Accounts receivable amounting to \$6,001.87 were verified by inspection of the individual accounts in the ledger and proof thereof with the control account.

Postdated checks in the amount of \$15.50 were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in protested checks.

Protested checks in the amount of \$154.40 were examined by us.

The reserve for doubtful accounts, covering accounts receivable for advertising, publications, exhibits, postdated checks, and protested checks is, in our opinion, sufficient to cover probable losses from the non-collection of these items.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes, cards, and stamps, \$1,565.23, and office supplies, \$2,697.54, were inventoried by your staff, and an inspection and test-check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

Office furniture and fixtures, \$36,622.00, is the net value shown by the records after deducting the reserve for depreciation amounting to \$62,863.86. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1943. We decreased the book value to the physical inventory value by increasing the reserve for depreciation in the amount of \$3,336.01.

Depreciation on buildings was not deducted for several years during the period prior to 1943, due to the fact that it was deemed advisable to pay the mortgage obligations before increasing the depreciation fund by setting aside cash or securities for that purpose. This deduction has been resumed, as authorized in the minutes of the board of trustees on June 26, 1942, and July 3, 1942. During the fiscal year ended May 31, 1944, \$17,000.00 additional securities were purchased for the depreciation fund. The minutes of July 3, 1942, authorized that "all payments from life memberships hereafter received for credit to the permanent fund, shall be invested and added to the building depreciation fund until the total thereof equivalent to 2 percent, for each year of association ownership, of the cost of the addition to the administration building and the purchase price of the original administration building and the garage, exclusive of the price of the land; that until the depreciation fund becomes equivalent to such amount of 2 percent per year, no increase will be made to the total assets of the general permanent fund through life membership receipts." During the fiscal year ended May 31, 1944, cash receipts from life memberships amounted to \$15,102.35.

Notes receivable—life members, in the amount of \$89,150.65, as shown on exhibit "D", were examined and found to be in agreement with the books. These are mainly non-negotiable installment notes given in payment of life memberships. The reserve for anticipated loss amounting to \$25,801.98 appears to be sufficient to cover immediate requirements, insofar as notes known to be doubtful of collection are concerned. Every effort should be made to collect the notes on hand, as soon as possible, in order that the association may have the benefit of a small amount of income by investment of such funds to partially offset the cost of such life memberships.

The unpaid balances of life membership notes have been classified as follows:

	Number of Notes	Balance Due
To be Canceled.....	17	\$ 1,116.00
Present Address Unknown.....	33	1,829.50
Delinquent—No Payment Received Within Three Years.....	296	19,963.00
Delinquent but Receiving Journal.....	30	2,009.00
Miscellaneous Status	29	1,683.50
Value of Current Notes with Payments Beginning:		
1936 to 1942, Inclusive.....	281	14,989.25
1943	179	8,151.65
1944	602	28,378.75
1945	261	11,030.00
Totals	1,728	\$89,150.65

In the course of our examination we also found that members who did not sign notes are making payments of life membership as follows:

	Number of Subscriptions	Amount Subscribed	Collected	Balance Unpaid
Active—Payments Made Currently	206	\$20,600.00	\$ 8,871.25	\$11,728.75
Delinquent	49	4,900.00	1,301.00	3,599.00
Totals	255	\$25,500.00	\$10,172.25	\$15,327.75

The balance of \$15,327.75 has not been entered on the books and is not included in the assets of the permanent funds.

All securities, with the exception of \$5,400.00 purchased subsequent to the date of our examination, were verified by actual inspection on May 4, 1944, at the safe deposit vaults of the American Security and Trust Company. Bank receipts and checks in payment of the \$5,400.00 were inspected. It will be noted from exhibit "E" that interest amounting to \$210.00 was received on the St. Louis and San Francisco Railroad bonds during the year. Interest totaling \$359.15 on each \$1,000.00 face value of these bonds is in default for July, 1933, and subsequent periods. The following summary shows the book value and market value as at May 31, 1944, of the securities in the various funds of your association.

Fund	Book Value May 31, 1944	Market Value May 31, 1944
General	\$113,430.76	\$114,006.36
General—Reserved for Building Fund.....	63,108.06	64,963.20
Parker Teacher Welfare.....	9,903.75	10,799.80
Elementary School Principals.....	16,881.98	18,878.71
American Association of School Administrators.....	31,581.32	35,159.17
Supervision and Curriculum Development.....	2,250.00	2,580.00
American Association for Health, Physical Education, and Recreation	10,000.00	9,935.00
National Association of Deans of Women.....	1,943.00	2,120.30
Totals	\$249,098.87	\$258,442.54

The above figures show an increase in book value of \$18,487.66, whereas the market value increased \$32,089.41 over the value shown at May 31, 1943.

It will be noted from exhibit "A" that the total net equity value of the permanent funds assets was \$886,093.06 at May 31, 1944, as compared to \$898,825.24 at May 31, 1943. The decrease is accounted for as follows:

Net Equity Value at May 31, 1943—	
As Shown by Prior Audit Report.....	\$898,825.24
Add:	
Increase in the Following:	
Life Membership Net Income.....	\$ 1,360.55
Parker Teacher Welfare Fund.....	626.16
Elementary School Principals Fund.....	2,021.00
American Association of School Administrators...	280.00
	4,287.71
	\$903,112.95
Deduct:	
Net Loss on Bonds Redeemed.....	\$ 19.89
Increase in Reserve for Depreciation on Building (See Prior Comment).....	17,000.00
	17,019.89
Net Equity Value May 31, 1944.....	\$886,093.06

Vouchers payable in the amount of \$15,990.40 were verified by inspection of invoices and statements from creditors and by examination of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had been paid previously. We were advised by the business division that there were no unrecorded purchases involving obligations for the fiscal year ended May 31, 1944.

We checked the amounts due to the Elementary School Principals, American Association of School Administrators, American Educational Research Association, and American Association for Health, Physical Education, and Recreation with the records maintained by those departments. Amounts due to other associated departments and commissions were accepted as shown by the books. The total shown on exhibit "A" is comprised of amounts due to or from departments as follows:

American Association for Health, Physical Education, and Recreation		\$ 16,598.43
American Association of School Administrators.....		13,208.65
American Educational Research Association.....		8,249.34
Department of Art Education.....		153.76
Department of Elementary School Principals.....		15,926.08
Department of Garden Education.....		263.81
Department of Lip Reading.....		25.27
Department of Rural Education.....		1,857.11
Department of Science Instruction.....		112.11
Department of Secondary Teachers.....		1.80
Department of Home Economics.....		1,358.14
National Association of Deans of Women.....		931.66
National Council for Social Studies.....		66.07
National Council for Social Studies—Reserve Fund.....		1,386.00
Resource Units—Secondary School Principals and Social Studies		5,335.72
Higher Education.....		93.97
		<u>\$ 65,567.92</u>
Less: Overdrawn		
Department of Adult Education.....	\$ 294.74	
Department of Business Education.....	1,720.11	
Department of Supervision and Curriculum Development.....	692.50	
National Association of Secondary School Principals.....	3,418.12	
National Association of Secondary School Principals Consumer Education Study.....	2,492.54	8,618.01
		<u>\$ 56,949.91</u>

Included in the liability section of the statement of assets and liabilities are unexpended or overdrawn balances of special funds received for the support of the following:

Committee on Teachers' Salaries.....	\$ 102.04
Horace Mann—Hugh Birch Fund.....	11,035.67
Safety Education Project.....	8,684.27
National Committee for Determining Teacher Qualifications in Art	5,000.00
National Council on Teacher Retirement.....	267.42
Federal Aid for Negro Education in Mississippi.....	650.00
Pi Lambda Theta—Research Project.....	255.27
	<u>\$ 25,994.67</u>

Less: Overdrawn		
Educational Policies Commission.....	\$12,369.52	
Coordinator of Inter-American Affairs		
Latin-American Project	937.13	
Americanization School Project.....	1,011.78	14,318.43
		<u>\$ 11,676.24</u>

Suspense, shown in the liability section of exhibit "A," in the amount of \$741.18, is comprised of cash received from various sources from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

Your association owns certain personal and real property received from the Estate of Marilla Z. Parker, as shown on exhibit "F" of this report. These assets have been in process of liquidation, and as definite values have not been placed thereon, they have not been entered on the books of the association as assets of the Parker Teacher Welfare Fund. A small income is now being regularly received from these assets. During the current fiscal year a partial liquidating dividend of \$450.00 was received on the stock of 4000 Drexel Boulevard Corporation.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures follows:

	Actual Expenditures	Budget Allowance	Under or Over Budget
Board of Trustees	\$ 329.13	\$ 500.00	\$ 170.87
Elected Directors	9,064.65	8,000.00	1,064.65
Executive Committee Expenses	6,625.65	4,250.00	2,375.65
General Office Expenses	9,896.45	10,215.00	318.55
Physical Plant Expenses	61,042.94	57,950.00	3,092.94
Annual Conventions	4,002.92	3,000.00	1,002.92
Journal of the N. E. A.	95,331.32	89,000.00	6,331.32
Other Publications	23,728.42	15,700.00	8,028.42
Departments	21,048.91	21,775.00	726.09
Committees	20,603.31	21,900.00	1,296.69
Educational Policies Commission	15,100.00	15,100.00	.....
National Commission for Defense of Democracy Through Education	18,391.30	20,000.00	1,608.70
Joint Retirement Commission .....	.....	1,000.00	1,000.00
Association Membership Dues	124.00	100.00	24.00
Expenses of Delegates	9,663.25	9,000.00	663.25
Retirement Annuities and Insurance ...	12,534.41	11,000.00	1,534.41
Executive Secretary's Office	32,127.93	31,823.00	304.93
Publicity Section	13,301.06	13,611.00	309.94
Division of Accounts and Records	54,644.12	42,240.00	12,404.12
Division of Field	12,463.82	13,100.00	636.18
Division of Business	24,619.96	24,840.00	220.04
Division of Publications	36,303.65	35,916.00	387.65
Division of Research	65,841.03	67,487.00	1,645.97
Division of Legislative and Federal Re- lations	7,447.82	7,184.00	263.82
Division of Administrative Service	10,125.37	10,937.00	811.63
Division of Membership	12,452.11	11,962.00	490.11
Promotion and Maintenance of Member- ship	25,541.71	19,000.00	6,541.71
Division of Rural Service	10,951.10	10,977.00	25.90
Executive Secretary's Contingent Fund	2,319.37	1,362.00	957.37
Totals	<u>\$615,625.71</u>	<u>\$578,929.00</u>	<u>\$36,696.71</u>

While the total expenses exceeded the budget by \$36,696.71, a substantial part of the excess was due to the large increase in members and the resulting additional costs of rendering service to them. It should be noted that the income from memberships and journal subscriptions increased \$104,877.00 over the fiscal year ended May 31, 1943.

No cash value for the retirement annuities insurance policies owned by the association on the lives of its employees is carried on the books. The cash surrender value of all policies issued under this plan as at May 31, 1944, aggregated \$264,332.94. Of this amount, on the salary savings plan, employees through resignation would receive \$172,738.89 and the association would retain \$91,594.05. If an employee is retired or dies, however, while still in the service of the National Education Association of the United States the full amount of the policy is payable to such employee or his estate.

The total aggregate value at May 31, 1944, is \$6,345.56 more than at May 31, 1943. This increase is after elimination of \$16,778.76 through policies withdrawn for annuity payments, and \$7,523.74 through policies withdrawn for resigning employees.

In prior years policies have been surrendered for the cash values and the excess of the amounts refunded to resigning employees has been deposited in the bank. These funds have been credited to reserve for retirement annuities, against which charges are being made for certain special payments to retired employees.

Prepaid subscriptions and memberships have been treated as income at the time received. Likewise such items as costs of unprinted journals, prepaid insurance, other expenses, etc. have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the permanent funds income account for the current year:

Income	
Interest on Deposits.....	\$ 148.74
Interest on Bonds.....	5,455.75
Rent from N.E.A. for Use of Headquarters Building.....	43,000.00
Rent from Garage Property.....	5,100.00
<hr/>	
Total Income	\$53,704.49
Deduct Expenses	
Attorney's Retainer	\$ 500.00
Taxes on Garage Property.....	1,063.78
Insurance	237.00
Rental of Safe Deposit Box.....	42.00
Stoker Installation and Building Repairs.....	3,906.23
Miscellaneous	19.50
<hr/>	
Balance Transferred to Treasurer of National Educa-	
tion Association of the United States.....	\$47,935.98
<hr/>	

An analysis of the War and Peace Fund is shown on exhibit "G." Of the total receipts and disbursements shown therein, \$20,483.69 of the receipts and \$11,581.27 of the disbursements were received and incurred, respectively, during the fiscal year ended May 31, 1943. .

We examined insurance and fidelity bond policies which are in effect as follows:

	Coverage
Elevator—Public Liability	\$ 10,000.00—\$20,000.00
Boiler Explosion	50,000.00
Building Contents—Fire	34,000.00
Workmen's Compensation	Complete
Messenger Robbery	3,500.00
Building—Fire	316,000.00
War Damage	437,500.00
Fidelity Bonds Covering 30 Positions.....	128,000.00
Including:	
Executive Secretary	\$50,000.00
Chairman—Board of Trustees	10,000.00
Treasurer	10,000.00
Business Manager	10,000.00
Director—Division of Accounts.....	10,000.00

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A," reflects the true financial condition of the National Education Association of the United States as at May 31, 1944.

Respectfully submitted,
WAYNE KENDRICK & COMPANY,
By WAYNE KENDRICK,
Certified Public Accountant.

STATEMENT OF ASSETS AND LIABILITIES

AS AT MAY 31, 1944

EXHIBIT "A"

Assets

GENERAL ACCOUNTS	
Cash—On Deposit, in Transit, and on Hand	
Special Account	\$ 56,290.24
Regular Account	
Associated Departments Funds.....	\$56,949.91
Reserve for Retirement Annuities.....	14,498.42
General Funds	72,305.96
<hr/>	
	143,754.29

EXHIBIT "A"

War and Peace Fund.....		\$214,043.60
Petty Cash		500.00
Foreign Checks—Deposited for Collection.....		792.17
		<hr/>
Total Cash		\$415,380.30
Accounts Receivable		
Advertising, Publications, Exhibits, Etc.....	\$ 6,001.87	
Postdated Checks.....	15.50	
Protested Checks.....	154.40	
	<hr/>	
	\$ 6,171.77	
Less: Reserve for Doubtful Accounts.....	548.16	5,623.61
	<hr/>	
State, County, and Municipal Warrants.		840.00
Inventories		
Stamped Envelopes, Cards, and Stamps.....	\$ 1,565.23	
Office Supplies	2,697.54	
Volumes of Proceedings and Publications (Nominal Value)	500.00	4,762.77
	<hr/>	
Travel Advances		190.63
Office Furniture and Fixtures.....	\$99,485.86	
Less: Reserve for Depreciation.....	62,863.86	36,622.00
	<hr/>	
TOTAL GENERAL ACCOUNTS ASSETS.....		\$463,419.31
PERMANENT FUNDS ASSETS—From Exhibit "D" (Net)		886,093.06
		<hr/>
TOTAL ASSETS		<u>\$1,349,512.37</u>

Liabilities and Net Worth

LIABILITIES

Vouchers Payable	\$ 15,990.40	
War and Peace Fund—From Exhibit "G".....	211,742.98	
Due Associated Departments—See Comments.....	56,949.91	
Unexpended Balances of Special Funds—See Comments..	11,676.24	
War Savings Bonds—Deductions from Salaries.....	1,635.50	
Withholding Tax Deductions.....	5,996.33	
Suspense	741.18	\$ 304,732.54
	<hr/>	
NET WORTH REPRESENTED BY		
Permanent Funds—Shown in Detail on Exhibit "D".....		886,093.06
Reserve for Retirement Annuities.....		14,498.42
Surplus		
Balance June 1, 1943—Per Prior Audit Report.....	\$ 83,027.03	
Add:		
Net Income for the Fiscal Year Ended May 31, 1944—		
From Exhibit "B".....	61,161.32	144,188.35
	<hr/>	
TOTAL LIABILITIES AND NET WORTH.....		<u>\$1,349,512.37</u>

CONDENSED COMPARATIVE STATEMENT OF INCOME AND EXPENSES
FOR THE FISCAL YEARS ENDED MAY 31, 1943 AND 1944

EXHIBIT "B"

	Fiscal Years Ended May 31,		1944 Increase or Decrease Over 1943
	1943	1944	
INCOME			
Permanent Funds—Net Income.....	\$ 50,246.43	\$ 47,935.98	\$ 2,310.45
Memberships	221,506.68	273,461.00	51,954.32
Journal of the N. E. A.—Subscriptions.....	210,994.65	263,917.33	52,922.68
Journal of the N. E. A.—Advertising.....	47,469.90	56,926.93	9,457.03
Convention Exhibits (Net)	1,208.29	10,991.17	9,782.88
Research Bulletins—Subscriptions.....	2,719.40	2,823.90	104.50
Rentals (Net)	2,927.28	2,927.28	.....
Sales of Publications.....	8,016.24	7,777.03	239.21
American Education Week.....	10,776.78	11,919.61	1,142.83
Sundry	924.60	1,260.78	336.18
TOTAL INCOME	<u>\$556,790.25</u>	<u>\$679,941.01</u>	<u>\$123,150.76</u>
OPERATING EXPENSES—From Exhibit "C"			
Board of Trustees..... "B-1" \$	791.68	\$ 329.13	\$ 462.55
Elected Directors	"B-1" 8,603.79	9,064.65	460.86
Executive Committee Expenses....	"B-1" 4,734.83	6,625.65	1,890.82
General Office Expenses.....	"B-2" 9,668.99	9,896.45	227.46
Physical Plant Expenses.....	"B-3" 57,526.64	61,042.94	3,516.30
Annual Conventions	"B-4" 5,913.08	4,002.92	1,910.16
Publications—Printing and Distri- bution	"B-5" 107,398.30	119,059.74	11,661.44
Departments	"B-6" 17,221.19	21,048.91	3,827.72
Committees	"B-7" 17,610.42	20,603.31	2,992.89
Educational Policies Commission...	"B-8" 13,000.00	15,100.00	2,100.00
National Committee on Education and Defense.....	"B-9" 69.99	.....	69.99
National Commission for Defense of Democracy Through Education	"B-10" 16,182.13	18,391.30	2,209.17
Joint Retirement Commission.....	"B-11" 252.00	.....	252.00
Association Membership Dues....	"B-12" 100.00	124.00	24.00
Expense of Delegates	"B-13" 6,372.75	9,663.25	3,290.50
Retirement Annuities and Insur- ance	"B-14" 12,316.40	12,534.41	218.01
Executive Secretary's Office....	"B-15" 30,982.17	32,127.93	1,145.76
Publicity Section	"B-15-A" 13,093.54	13,301.06	207.52
Division of Accounts and Records	"B-16" 38,929.57	54,644.12	15,714.55
Division of Field	"B-17" 12,460.26	12,463.82	3.56
Division of Business.....	"B-18" 24,175.70	24,619.96	444.26
Division of Publications.....	"B-19" 33,432.89	36,303.65	2,870.76
Division of Research	"B-20" 65,173.97	65,841.03	667.06
Division of Legislative and Federal Relations	"B-21" 7,383.99	7,447.82	63.83
Division of Administrative Service	"B-22" 9,730.69	10,125.37	394.68
Division of Membership.....	"B-23" 11,491.64	12,452.11	960.47
Promotion and Maintenance of Membership	"B-24" 20,405.96	25,541.71	5,135.75
Division of Rural Service.....	"B-25" 9,830.61	10,951.10	1,120.49
Executive Secretary's Contingent Fund	"B-26" 570.01	2,319.37	1,749.36
TOTAL OPERATING EXPENSES — From Exhibit "C"	<u>\$555,423.19</u>	<u>\$615,625.71</u>	<u>\$ 60,202.52</u>

EXHIBIT "B"

NET INCOME BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS, AD- JUSTMENT OF INVENTORIES, AND DE- PRECIATION	\$ 1,367.06	\$ 64,315.30	\$ 62,948.24
Deduct:			
Adjustment of Postage and Stationery			
Inventories	\$ 663.17*	\$ 203.03*	\$ 460.14*
Provision for Bad Debts and Protested Checks	127.45	21.00	106.45
Depreciation on Office Furniture and Fixtures	3,670.38	3,336.01	334.37
	\$ 3,134.66	\$ 3,153.98	\$ 19.32
NET LOSS OR INCOME FROM OPERA- TIONS FOR THE FISCAL YEARS ENDED MAY 31, 1943 AND 1944.....	\$ 1,767.60	\$ 61,161.32	\$62,928.92

* Credit items.

INCOME AND EXPENSES

FOR THE FISCAL YEAR ENDED MAY 31, 1944

EXHIBIT "C"

INCOME			
Permanent Funds—Net Income.....			\$ 47,935.98
Memberships from Secretary's Office.....			273,461.00
Journal of the N. E. A.			
Subscriptions (Part of Membership Dues).....	\$263,917.33		
Advertising	56,926.93	320,844.26	
Convention Exhibits (Net).....		10,991.17	
Research Bulletins—Subscriptions		2,823.90	
Rentals (Net).....		2,927.28	
Sale of Publications.....		7,777.03	
American Education Week.....		11,919.61	
Sundry		1,260.78	
TOTAL INCOME			\$679,941.01
Deduct:			
OPERATING EXPENSES			
	Schedule "B-1"		
Board of Trustees.....	\$ 329.13		
Elected Directors	9,064.65		
Executive Committee Expenses.....	6,625.65	\$ 16,019.43	
	Schedule "B-2"		
General Office Expenses			
Express; Freight, and General.....	\$ 1,816.12		
Insurance and Surety Bonds.....	766.17		
Interest and Discounts Allowed.....	1,112.96		
Telephone Service	2,343.18		
Operators and Information.....	3,858.02	9,896.45	
	Schedule "B-3"		
Physical Plant Expenses			
Rent	\$ 43,000.00		
Heat, Light, and Power.....	4,228.04		
Janitor Service.....	10,107.65		
Maintenance	3,707.25	61,042.94	
	Schedule "B-4"		
Annual Conventions			4,002.92

EXHIBIT "C"

Schedule "B-5"

Publications—Printing and Distribution			
Journal of the N. E. A.....	\$ 95,331.32		
Other Publications			
Volume of Proceedings	\$7,459.36		
Publications and Reports.....	4,004.91		
Research Bulletins	3,665.40		
American Education Week Materials.....	8,598.75	23,728.42	\$119,059.74

Schedule "B-6"

Departments			
Kindergarten—Primary Education.....	\$ 4.00		
Adult Education.....	400.00		
Classroom Teachers.....	19,795.63		
National Council on Education.....	82.53		
Art Education	100.00		
Secondary Teachers.....	150.00		
Business Education.....	200.00		
Rural Education.....	250.00		
Emergency Needs of Other Departments.....	66.75		21,048.91

Schedule "B-7"

Committees			
Retirement (National Council).....	\$ 400.00		
Tax Education.....	5,681.27		
Tenure	3,555.54		
Health Problems in Education.....	347.93		
Legislative	7,193.13		
Cooperation with American Legion.....	2.37		
Resolutions	141.12		
Cooperation with American Teachers Association.....	216.77		
Credit Unions.....	395.63		
Ethics	868.30		
Equal Opportunity.....	204.56		
Supply, Preparation, and Certification of Teachers.....	698.22		
Cooperatives	78.34		
Induction into Citizenship.....	9.30		
Cooperation with National Congress—Parents and Teachers	222.80		
International Relations.....	588.03		20,603.31

Schedule "B-8"

Educational Policies Commission.....	15,100.00
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Schedule "B-9"

National Committee on Education and Defense.....	...
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Schedule "B-10"

National Commission for Defense of Democracy Through Education	18,391.30
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Schedule "B-11"

Joint Retirement Commission.....	...
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Schedule "B-12"

Association Membership Dues.....	124.00
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Schedule "B-13"

Expenses of Delegates.....	9,663.25
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Schedule "B-14"

Retirement Annuities and Insurance.....	12,534.41
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EXHIBIT "C"

Schedule "B-15"

Executive Secretary's Office		
Salaries and Wages.....	\$ 29,351.48	
Travel Expenses	797.66	
Other Expenses	1,978.79	\$ 32,127.93

Schedule "B-15-A"

Publicity Section		
Salaries and Wages.....	\$ 11,285.44	
Travel Expenses	979.80	
Photographs and Cuts.....	132.69	
Other Expenses	903.13	13,301.06

Schedule "B-16"

Division of Accounts and Records		
Salaries and Wages.....	\$ 51,272.79	
Travel Expenses	117.87	
Graphotype and Addressing.....	1,575.64	
Other Expenses	1,677.82	54,644.12

Schedule "B-17"

Division of Field		
Salaries and Wages.....	\$ 11,533.77	
Travel Expenses	442.97	
Other Expenses	487.08	12,463.82

Schedule "B-18"

Division of Business		
Salaries and Wages.....	\$ 21,428.83	
Travel Expenses	767.30	
Advertising	167.22	
Mailing Section	1,257.16	
Multigraph Section.....	43.06	
Other Expenses	956.39	24,619.96

Schedule "B-19"

Division of Publications		
Salaries and Wages.....	\$ 33,486.61	
Travel Expenses	702.93	
Cuts, Leaflets, and Packets.....	615.12	
Photographs and Cuts.....	125.41	
Other Expenses	1,373.58	36,303.65

Schedule "B-20"

Division of Research		
Salaries and Wages.....	\$ 59,933.29	
Travel Expenses	1,463.90	
Charts, Tables, and Legislative Reference Service.....	977.97	
Library	674.29	
Other Expenses	2,791.58	65,841.03

Schedule "B-21"

Division of Legislative and Federal Relations		
Salaries and Wages.....	\$ 6,711.51	
Travel Expenses	143.43	
Other Expenses	592.88	7,447.82

Schedule "B-22"

Division of Administrative Service		
Salaries and Wages.....	\$ 9,976.33	
Travel Expenses	87.07	
Other Expenses	61.97	10,125.37

EXHIBIT "C"

<i>Schedule "B-23"</i>			
Division of Membership			
Salaries and Wages.....	\$	11,173.51	
Travel Expenses		1,048.38	
Other Expenses		230.22	\$ 12,452.11
			<hr/>
<i>Schedule "B-24"</i>			
Promotion and Maintenance of Membership.....			25,541.71
<i>Schedule "B-25"</i>			
Division of Rural Service			
Salaries and Wages.....	\$	9,347.69	
Travel Expenses		865.16	
Conferences		440.56	
Other Expenses		297.69	10,951.10
			<hr/>
<i>Schedule "B-26"</i>			
Executive Secretary's Contingent Fund.....			2,319.37
			<hr/>
TOTAL OPERATING EXPENSES—To Exhibit "B".....			\$615,625.72
			<hr/>
NET INCOME BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS, ADJUSTMENT OF INVEN- TORIES, AND DEPRECIATION—To Exhibit "B".....			\$ 64,315.30
			<hr/>

ASSETS OF PERMANENT FUNDS

AS AT MAY 31, 1944

		EXHIBIT "D"	
GENERAL FUND			
Cash			\$ 1,322.69
Notes Receivable—Life Members	\$ 89,150.65		
Less: Reserve for Anticipated Loss	25,801.98		63,348.67
			<hr/>
Investments in Securities (Book Value)			
General Fund—From Exhibit "E"	\$113,430.76		
General Fund—Reserved for Building Fund—From Exhibit "E"	63,108.06		176,538.82
			<hr/>
General Office Real Estate, Building, and Improvements ..	\$570,313.00		
Garage Real Estate and Building	63,167.50		
			<hr/>
			\$633,480.50
Deduct:			
Reserve for Depreciation	63,108.06		570,372.44
			<hr/>
TOTAL GENERAL FUND			\$811,582.62
PARKER TEACHER WELFARE FUND			
Cash	\$ 895.69		
Investments in Securities (Book Value)— From Exhibit "E"	9,903.75		10,799.44
			<hr/>
ELEMENTARY SCHOOL PRINCIPALS FUND			
Cash	\$ 542.78		
Investments in Securities (Book Value)— From Exhibit "E"	16,881.98		17,424.76
			<hr/>
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
Cash	\$ 338.23		
Investments in Securities (Book Value)— From Exhibit "E"	31,581.32		31,919.55
			<hr/>

EXHIBIT "D"

SUPERVISION AND CURRICULUM DEVELOPMENT			
Cash	\$	128.00	
Investments in Securities (Book Value)—			
From Exhibit "E"		2,250.00	\$ 2,378.00
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION			
Investments in Securities (Book Value)—			
From Exhibit "E"			10,000.00
NATIONAL ASSOCIATION OF DEANS OF WOMEN			
Cash	\$	45.69	
Investments in Securities (Book Value)—			
From Exhibit "E"		1,943.00	1,988.69
TOTAL PERMANENT FUNDS ASSETS—To Exhibit "A"			<u>\$886,093.06</u>

INVESTMENTS IN SECURITIES—PERMANENT FUNDS BONDS
AS AT MAY 31, 1944

EXHIBIT "E"

	Face Value	Book Value	Interest Collected for Fiscal Year 1943-1944
GENERAL FUND			
City of Monessen, Pennsylvania, 4½%, Due 8-1-51	\$ 5,000.00	\$ 5,206.39	\$ 225.00
County of Columbus, North Carolina, 5%, Due 1-1-54	5,000.00	5,470.75	250.00
City of Newport News, Virginia, 4½%, Due 6-1-48	1,000.00	892.50	45.00
St. Louis and San Francisco Railroad Co., Prior Lien, 4%, Due 7-1-50 (Certificate of Deposit)	5,250.00	4,331.25	210.00
Atlantic Coast Line Railroad Co., 1st Consoli- dated Mortgage, 4%, Due 7-1-52	10,000.00	9,600.00	400.00
Baltimore and Ohio Railroad Company (Pitts- burgh, Lake Erie, and West Virginia System) Refunding Mortgage, 4%, Due 11-1-51	20,000.00	19,942.50	800.00
Chicago, Indiana, and Southern Railway Co., 4%, Due 1-1-56	10,000.00	9,500.00	400.00
Terminal Railroad Association of St. Louis, General Mortgage, 4%, Due 1-1-53	15,000.00	15,050.00	600.00
Metropolitan Water District of Southern Cali- fornia, Colorado River Waterworks, 4¼%, Due 2-1-70	8,000.00	9,027.37	340.00
City of New York—Corporate Stock (Bonds) Transit Unification, 3%, Due 6-1-80	1,900.00	1,900.00	57.00
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48	1,000.00*	810.00	.....
Defense, Series G, 2½%, Due 2-1-54	31,700.00	31,700.00	792.50
TOTALS—To Exhibit "D"	<u>\$113,850.00</u>	<u>\$113,430.76</u>	<u>\$ 4,119.50</u>
GENERAL FUND—RESERVED FOR BUILD- ING FUND			
Buffalo Sewer Authority, 3¼%, Due 11-1-57 ..	\$ 5,000.00	\$ 4,974.86	\$ 162.50
City of New York Corporate Stock—(Bonds), (Water), 3%, Due 2-1-79	10,000.00	9,947.50	300.00
City of Los Angeles—High School District, 3½%, Due 1-1-57	5,000.00	5,385.70	175.00
U. S. Treasury Bonds			
Defense, Series G, 2½%, Due 6-1-54 to 5-1-56	42,800.00	42,800.00	682.50
TOTALS—To Exhibit "D"	<u>\$ 62,800.00</u>	<u>\$ 63,108.06</u>	<u>\$ 1,320.00</u>

EXHIBIT "E"

	Face Value	Book Value	Interest Collected for Fiscal Year 1943-1944
PARKER TEACHER WELFARE FUND			
Port of New York Authority, 3%, Due 12-15-76	\$ 1,000.00	\$ 1,008.75	\$ 30.00
City of New York Corporate Stock (Bonds)			
Transit Unification, 3%, Due 6-1-80	2,000.00	1,995.00	60.00
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48	6,000.00*	4,500.00	
Defense, Series G, 2 1/2 %, Due 12-1-53 to 1-1-56	2,400.00	2,400.00	35.00
TOTALS—To Exhibit "D"	\$ 11,400.00	\$ 9,903.75	\$ 125.00
ELEMENTARY SCHOOL PRINCIPALS FUND			
Newport News, City Street Improvement and Sewerage Construction, 5 1/2 %, Due 12-1-50	\$ 5,000.00	\$ 5,000.00	\$ 275.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48	1,000.00	1,053.49	50.00
Metropolitan Water District of Southern Cali- fornia, Colorado River Waterworks, 4 1/4 %, Due 2-1-70	2,000.00	2,256.85	85.00
City of New York Corporate Stock (Bonds)			
Transit Unification, 3%, Due 6-1-80	1,000.00	997.50	30.00
U. S. Treasury Bonds			
2 3/4 %, Due 1956-1959	1,500.00	1,546.14	41.25
Savings, Series F, Due 7-1-54 to 4-1-56	2,200.00*	1,628.00	
Defense, Series G, 2 1/2 %, Due 12-1-53 to 5-1-56	4,400.00	4,400.00	87.50
TOTALS—To Exhibit "D"	\$ 17,100.00	\$ 16,881.98	\$ 568.75
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
Newport News, City Street Improvement and Sewerage Construction, 5 1/2 %, Due 12-1-50	\$ 11,000.00	\$ 11,285.00	\$ 605.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48	3,000.00	3,160.51	150.00
Port of New York Authority, 3%, Due 12-15-76	2,000.00	2,017.50	60.00
City of New York Corporate Stock (Bonds)			
Transit Unification, 3%, Due 6-1-80	500.00	498.75	15.00
South Carolina Highway Certificates of In- debtedness, 4 3/4 %, Due 12-1-46	2,000.00	2,077.28	95.00
U. S. Treasury Bonds			
Savings, Series C, Due 1-1-46	3,000.00*	2,250.00	
3 1/4 %, Due 1944-46	150.00	150.00	4.88
2 7/8 %, Due 1955-60	150.00	150.00	4.32
2 3/4 %, Due 1956-59	3,000.00	3,092.28	82.50
Defense, Series G, 2 1/2 %, Due 12-1-53 to 9-1-55	6,900.00	6,900.00	167.50
TOTALS—To Exhibit "D"	\$ 31,700.00	\$ 31,581.32	\$ 1,184.20
SUPERVISION AND CURRICULUM DEVEL- OPMENT			
U. S. Treasury Savings Bonds, Series C, Due 4-1-48—To Exhibit "D"	\$ 3,000.00*	\$ 2,250.00	\$

EXHIBIT "E"

	Face Value	Book Value	Interest Collected for Fiscal Year 1943-1944
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREA- TION			
Port of New York Authority, 3%, Due 12-15-76	\$ 2,000.00	\$ 2,000.00	\$ 60.00
U. S. Treasury Bonds			
Series G, 2½%, Due 7-1-53 and 5-1-55	8,000.00	8,000.00	200.00
TOTALS—To Exhibit "D"	\$ 10,000.00	\$ 10,000.00	\$ 260.00
NATIONAL ASSOCIATION OF DEANS OF WOMEN			
U. S. Treasury Bonds			
Series F, Due 1-1-54	\$ 700.00*	\$ 518.00	\$
Savings, Series D, Due 5-1-49	1,900.00*	1,425.00	
TOTALS—To Exhibit "D"	\$ 2,600.00	\$ 1,943.00	\$

* Maturity value.

EXHIBIT "F"

PROPERTIES HELD FOR THE CREDIT OF THE PARKER
TEACHERS WELFARE FUND

AS AT MAY 31, 1944

(The properties listed below were received in the settlement of the estate of Marilla Z. Parker. These assets are in process of liquidation and as definite values have not been placed thereon, they have not been entered on the books of the association as assets of permanent funds. They are producing a small amount of income.)

Stocks

- 10 Shares 4000 Drexel Boulevard Corporation, Chicago, Common Stock, Par \$100.00 (Partially Liquidated).
- 10 Shares 208 South La Salle Street Corporation, Chicago, Common Stock, No Par (Issued in Lieu of \$1,000.00—5½% First Mortgage Bond).
- 20 Shares International Textbook Company, No Par.
- 5 Shares International Educational Publishing Company, Common Stock, No Par.
- 10 Shares International Publishing Company, 7% Preferred, No Par.

Real Estate

- One-half Ownership of 192-8/10 Acres of Land, Burleigh County, North Dakota.
- One-half Ownership of 320 Acres of Land, Blaine County, Montana.

EXHIBIT "G"

WAR AND PEACE FUND—ANALYSIS OF RECEIPTS
AND DISBURSEMENTS

FOR THE PERIOD APRIL 15, 1943, TO MAY 31, 1944

RECEIPTS	\$295,671.89
DISBURSEMENTS	
General	
Conference Expense	\$ 10,475.85
Organization and Promotion	4,060.44
Refunds to State Associations	17,100.49
Miscellaneous	1.76
	\$ 31,638.54

EXHIBIT "G"

Special Projects			
Educational Policies Commission			
Payments for Services (Salaries and Travel)	\$	5,694.60	
Printing		4,272.94	
Postage and Mailing Service.....		2,337.60	
Express and Hauling.....		49.41	
Mimeographing		569.72	
Stationery and Office Supplies.....		222.30	
Multigraph Service		107.30	
Other Services Rendered (Reporting, Etc.)		971.17	
Telephone and Telegraph.....		72.20	\$14,297.24
<hr/>			
Federal Aid			
Salaries, Services, and Travel.....	\$	22,272.51	
Printing		2,250.50	
Telephone and Telegraph.....		617.96	
Postage and Mailing Service.....		2,367.20	
Stationery and Office Supplies.....		258.22	
Multigraph		120.50	
Freight and Express.....		19.70	
Miscellaneous		15.00	27,921.59
<hr/>			
Teacher Recruitment Project			
Salaries and Travel.....	\$	604.32	
Stationery and Office Supplies.....		19.68	
Multigraph		78.31	
Printing		5,883.34	
Freight and Express.....		71.56	
Telephone and Telegraph.....		8.86	
Artist's Services		1,000.00	
Mailing and Postage.....		795.04	8,461.11
<hr/>			
Community Conferences			
Salaries and Travel.....	\$	679.41	
Telephone		7.50	686.91
<hr/>			
Secretary's Emergency Fund			
Luncheon	\$	164.77	
Charts Purchased		188.25	
Travel		263.24	
Printing		36.74	
Mailing		54.16	
Miscellaneous		47.50	
Multigraph		8.74	
Stationery and Office Supplies.....		8.38	771.78
<hr/>			
Defense Commission Investigations			
Payment on Case of Ramon Ortega vs. Jose L. Otero.....		151.74	83,928.91
<hr/>			
BALANCE MAY 31, 1944—To Exhibit "A"...			<u>\$211,742.98</u>

NOTE: Included in disbursements above are items amounting to \$2,300.62 paid or payable from "Special Account," which are to be reimbursed to the latter account.

REPORT OF TREASURER
For the Fiscal Year Ended May 31, 1944

B. F. STANTON, TREASURER

CASH ON DEPOSIT AND ON HAND JUNE 1, 1943.....\$ 113,561.40

Add:

CASH RECEIPTS

Memberships, Subscriptions, and Research Bulletins....	\$540,202.23	
Advertising	56,926.93	
Convention Exhibits (Net)	10,991.17	
Permanent Funds—Net Income	47,935.98	
Rentals (Net)	2,927.28	
Sales of Publications	7,777.03	
American Education Week	11,919.61	
Sundry	1,260.78	
Sale of Equipment	174.00	
War and Peace Fund	275,188.20	955,303.21

BALANCE MAY 31,
1943 1944

OTHER INCREASES IN CASH

Increases in Liabilities

Vouchers Payable	\$11,465.55	\$ 15,990.40	
Due Associated Departments	35,806.89	56,949.91	
Special Funds	4,088.63	11,676.24	
Employees' War Savings			
Bonds Deductions	1,032.50	1,635.50	
Withholding Tax Deductions	2,681.18	5,996.33	
Suspense	143.10	741.18	
Reserve for Retirement			
Annuities	13,851.01	14,498.42	
	<u>\$69,068.86</u>	<u>\$107,487.98</u>	\$ 38,419.12

Decreases in Assets

Stamped Envelopes, Cards, and Stamps	\$ 1,669.38	\$ 1,565.23	
Travel Advances	471.85	190.63	
	<u>\$ 2,141.23</u>	<u>\$ 1,755.86</u>	385.37
			38,804.49

Adjustment of Postage and Stationery Inventories			203.03
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TOTAL CASH ACCOUNTABILITY\$1,107,872.13

Deduct:

CASH DISBURSEMENTS

Board of Trustees	\$ 329.13
Elected Directors	9,064.65
Executive Committee Expenses	6,625.65
General Office Expenses	9,896.45
Physical Plant Expenses	61,042.94
Annual Conventions	4,002.92
Publications—Printing and Distribution	119,059.74
Departments	21,048.91
Committees	20,603.31
Educational Policies Commission	15,100.00
National Commission for Defense of Democracy Through Education	18,391.30
Association Membership Dues	124.00
Expenses of Delegates	9,663.25

Retirement Annuities and Insurance.....	\$ 12,534.41		
Divisions	280,277.97		
Promotion and Maintenance of Membership.....	25,541.71		
Executive Secretary's Contingent Fund.....	2,319.37		
Purchase of Furniture and Fixtures.....	1,341.80		
War and Peace Fund.....	72,347.64		
			<u>\$689,315.15</u>
	BALANCE MAY 31,		
	1943	1944	
OTHER DISBURSEMENTS			
Increases in Assets			
Accounts Receivable (Net).....	\$3,021.69	\$5,475.23	
Postdated Checks and Warrants			
(Net)	374.87	855.50	
Protested Checks	17.32	132.88	
Office Supplies ..	2,591.59	2,697.54	
	<u>\$6,005.47</u>	<u>\$9,161.15</u>	3,155.68
Uncollected Accounts Charged-Off			<u>21.00</u>
TOTAL DISBURSEMENTS			<u>\$692,491.83</u>
CASH BALANCE MAY 31, 1944.....			<u><u>\$415,380.30</u></u>

AUDITOR'S CERTIFICATE

ON REPORT OF TREASURER

June 16, 1944

Mrs. Edith B. Joynes, President
National Education Association of the United States
1201 Sixteenth Street, Northwest
Washington, D. C.

Dear Madam:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1944, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement. We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1944, and the cash balance at the close of business on that date.

Respectfully submitted,
WAYNE KENDRICK & COMPANY,

By WAYNE KENDRICK.
Certified Public Accountant.

REPORT OF BUDGET COMMITTEE

RECOMMENDATIONS FOR APPROPRIATIONS FOR 1944-45¹

Board of Trustees.....	\$ 500
Executive Committee	8,000
Elected Directors	12,000
Executive Secretary's Office.....	33,205
Publicity Section	13,927
Division of Accounts and Records.....	54,500
Division of Membership.....	13,207
Promotion and Maintenance of Membership.....	25,000
Division of Field.....	13,511
Division of Business.....	26,166
Division of Publications.....	38,577
Division of Administrative Service.....	11,356
Division of Research.....	76,026
Division of Rural Service.....	11,577
Division of Legislative and Federal Relations.....	24,357
Physical Plant	60,500
General Office Expenses.....	10,967
Annual Conventions	4,000
Journal of the NEA.....	100,000
Other Publications	12,500
Expenses of Delegates.....	9,000
Association Membership Fees.....	125
Retirement Annuities and Insurance.....	11,000
Departments	25,500
Committees	30,000
Educational Policies Commission.....	22,500
National Commission for Defense of Democracy Through Education	21,000
Secretary's Contingent Fund.....	940
Operating Emergency Fund.....	10,000
	<hr/>
	\$679,941

The recommendations for appropriations for 1944-45 are made for a total equal to the income for the preceding year, 1943-44. This is in keeping with our established policy.

C. MARGUERITE MORSE, Clearwater, Florida, *Chairman*

L. FRAZER BANKS, Birmingham, Alabama

ELMER H. GARINGER, Charlotte, North Carolina

L. V. PHILLIPS, Vincennes, Indiana

F. L. SCHLAGLE, Kansas City, Kansas

Budget Committee of the Board of Directors

¹ Detailed report published separately. Adopted by the Representative Assembly, July 6, 1944.

SUMMARY OF REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS

The first deliberative committee created by the Association was organized in 1858. Since that date many committees have been appointed to deal cooperatively and democratically with the problems of education. In many respects the history of American education could be traced thru the work of the Association's committees, such as the Committee of Ten on Secondary Studies and the Committee of Fifteen—to mention but two typical examples.

The work of committees is widely varied. Some have specific duties directly related to the annual meeting, others are assigned to investigate questions that have interested the profession for years, and still others are asked to meet current problems. None of the committee members are paid for their services. All of them are certain, however, that they will be called upon to make sacrifices of their own time and energy. These efforts are justified when the delegates and the members of the Association study and act upon the results of committee deliberation.

During the school year 1943-44 the Association sponsored thirty committees, commissions, and councils. These were classified into six types as follows: Convention, 7; Standing, 4; Special, 5; Joint, 5; Commissions and Councils, 8; and Emergency, 1. The following brief summary reports have been arranged according to this classification.

I. CONVENTION COMMITTEES

In normal years the annual convention of the Association is one of the largest held by any professional group. Usually about 12,000 persons are in attendance, of which about 1500 are official delegates. The Pittsburgh meeting, because of wartime restrictions, will be limited to the Representative Assembly of official delegates. Much of the work of the meeting will be carried on thru the convention committees.

COMMITTEE ON AUDITING

The members of the Committee are: Helen Lowell, Lansing, Mich., *chairman*; Mrs. Vina Aherne, New Haven, Conn.; and J. E. O'Daniel, Waldo, Ark.

The Auditing Committee examines the detailed reports of the certified public accountants, who are employed with the approval of the president of the Association for a full and complete audit of all Association accounts.

The Committee familiarizes itself with the form and the arrangement of the report and makes recommendation regarding its acceptance to the Representative Assembly.

COMMITTEE ON BUDGET

The members of the Committee are: L. V. Phillips, Vincennes, Ind., *chairman*; L. Frazer Banks, Birmingham, Ala.; Elmer H. Garinger, Charlotte, N. C.; C. Marguerite Morse, Clearwater, Fla.; and F. L. Schlagle, Kansas City, Kans.

The Committee meets in the NEA building at Washington, D. C., early in June after the close of the fiscal year, May 31. At that time a detailed study is made of tabulated reports of income and expenses of the prior year. The Committee also considers the proposal for authorized expenditures for the ensuing year. Proposals for expenditures should be supported by descriptive statements and recommendations.

The Committee will meet prior to the annual meeting to consider again all final proposals for expenses, and prepare a report to be presented to the Executive Committee for its comment and advice, and to the Board of Directors for approval or amendment.

An open meeting will be arranged at the annual meeting in Pittsburgh in order to hear all budget requests that have not been previously presented to the Committee.

After the budget is approved by the Board of Directors, the chairman of the Committee presents the budget to the Representative Assembly for final action.

COMMITTEE ON BYLAWS AND RULES

The members of the Committee are: Cornelia S. Adair, Richmond, Va., *chairman*; Mrs. Louise G. Carson, Beaufort, S. C.; Lieutenant John Rusinko, U. S. Navy; Agnes Samuelson, Des Moines, Iowa; and Mary E. Titus, Huntington, W. Va.

Many delegates to the annual meeting of the Association are new and unfamiliar with the customary procedures. The Committee on Bylaws and Rules is charged with the responsibility of facilitating the business meetings of the Representative Assembly. It acts in an advisory and interpretive capacity relative to parliamentary and convention procedures. Members of the Committee are on the platform at all meetings of the Representative Assembly and are available to delegates for advice and counsel at any time. Before the annual meeting, the Committee carefully analyzes all proposed changes in the bylaws and standing rules. These analyses are presented to the Board of Directors for comment and recommendation to the Representative Assembly. The amendments are printed in the *Delegates' Manual and Program*.

COMMITTEE ON CREDENTIALS ¹

The members of the Subcommittee for the Indianapolis meeting were: L. E. Zeigler, Columbia, Mo., *chairman*; George Linn, Sacramento, Calif.; Emily Pendelton, Sanford, Maine; Margaret Pepper, Washington, D. C.; and Harold Wickard, Cumberland, Md.

¹ Adopted by Representative Assembly, July 5, 1944.

The work of the Committee is confined to the period of the annual meeting. It convenes prior to the first meeting of the Representative Assembly. The Committee, consisting of one representative from each state, is called to order by the chairman for the previous year. A chairman for the following year and a Subcommittee of four are elected. After due consideration of report made by the staff member in charge of the delegate registration on the number of delegates registered up to that time, the Committee recommends that "all delegates properly certified be seated." A definite hour is fixed for closing of registration and the Subcommittee with the chairman is authorized to make decisions covering questions that may arise pertaining to the seating of delegates.

1. All delegates should plan to attend the opening session of the Representative Assembly on Tuesday evening, July 4. The first business session will be held on Wednesday morning at 10:15 and all delegates should be registered by that time. On Wednesday at 9:00 a. m., delegates will meet by states as announced in the official program.

2. As soon as possible after reaching Pittsburgh each delegate should present his temporary credential at the Registration Desk and receive his official credential, manual, and other information. In case the regular delegate does not attend the Pittsburgh meeting, the alternate may take his place by having a temporary credential card signed by the state NEA director or by the president of the organization which he represents.

COMMITTEE ON ELECTIONS

The chairman of the Committee is Earl Bopp, Cleveland, Ohio, and the other members are being appointed.

The Committee on Elections is responsible for the procedures of voting and the physical arrangement of the balloting place. It will hold its first meeting on Tuesday, July 4 (William Penn Hotel), and agree upon the duties of its members.

Committee representatives obtain the list of all nominees to be balloted upon and check the same for correctness of names, addresses, and membership status. The Committee prepares the ballot, has custody of the printed ballots, provides personnel for manning the voting place, and is responsible for counting the ballots and reporting the results of the election.

COMMITTEE ON NECROLOGY

Each state delegation, on Monday of convention week, elects one representative to the Committee on Necrology. The Committee elects its own chairman. The chairman for the year 1943-44 is Wilma L. Zimmerman, Tacoma, Wash.

The Committee compiles a list of all the members of the Association who have passed away during the year, submits this list to the executive secretary of the Association for publication in the annual volume of *Addresses and Proceedings*, and at the annual meeting conducts a brief memorial service for the departed members.

The "necrology year" is generally understood to begin the first day of June and end the thirty-first day of May.

ALABAMA

Alexander, J. R.
 Bush, Mrs. Gladys Daggett
 Champion, W. P.
 Ellis, Mrs. Mamie R.
 Evans, Norma
 King, H. H.
 Pearson, Cora
 Rich, J. M.
 Thompson, Vera

ARIZONA

Butler, Florence
 Hendrix, Albert W.
 Langdon, Roy Monroe
 Stinchfield, Bess

CALIFORNIA

Bardarson, Otto
 Broadwater, C. L.
 Ewing, William F.
 Gaines, Howard
 Hudson, Janett A.
 Mead, Cyrus D.
 Stone, Violet G.
 Wicker, Nellie

COLORADO

Boswell, Fannie J.
 Hanley, Eleanor
 Keepers, Mary Shirley
 Park, Martha
 Richardson, M. Emma

DISTRICT OF
COLUMBIA

Standiford, Margaret

FLORIDA

Carson, C. C.
 Lee, J. R. E.
 Mauldin, Mrs. Inez

GEORGIA

Pape, Nina A.

ILLINOIS

Hukill, Myrtle K.
 Pulliam, Roscoe
 Smith, Theda Zell

INDIANA

Brosnan, Nora
 Fields, Florence
 Gainey, Osa Duvall
 Fretz, Archie D.
 Hession, Wilma
 Hopkins, Ada
 Jenner, Louise M.
 Lemon, Beulah
 Long, Charles
 Jung, Blanche
 Newport, Helen Sara
 O'Neill, Sarah
 Williams, Kenneth O.

IOWA

Ashton, Minnie Bennett
 Baker, J. Ella
 Baker, Walter D.
 Bonnett, Blythe
 Cain, Milly
 Dennison, Gertrude
 Johnston, Helen
 Littlejohn, Miles L.
 Martin, Frances E.
 Pressley, Elizabeth
 Rudy, Evelyn
 Sandborg, Betty O.
 Van Ness, H. J.
 Willweber, Ada M.

KANSAS

Van Slyck, Willard N.

LOUISIANA

Bahan, Charles
 De Haven, Mrs. Eleanor
 Crigler
 Harper, Mrs. Daisy S.
 Littlejohn, Margaret C.
 McClendon, I. N.
 Sevier, Vertner
 Wilks, Helen Marie

MASSACHUSETTS

Graves, S. Monroe

MICHIGAN

Baldauf, Anna Camilla
 Barnhard, Helen Mildred
 Bennett, Milton L.
 Campbell, Charlotte
 Condos, Lulu Jenkins
 Egeler, Ethel E.
 Flower, Louis M.
 Juller, Esther
 Hermanson, Frank Alfred
 Hill, Grace A.
 Lawrence, Anna
 Levine, Earl I.
 Mitchell, Estella M.
 O'Leary, Helen Manley
 Seeley, Frances L.
 Troxell, Eleanor
 Wood, M. Berry

MINNESOTA

Dickson, Anna Moore
 King, Margaret M.
 MacGregor, Effie
 Madden, Elizabeth
 Mooney, Edward A.
 Simmers, Charles L.

NEW HAMPSHIRE

Engelhardt, Fred

MISSOURI

Blodgett, Gertrude
 Finnell, Stein
 Frame, Mabel
 McClanahan, Frankie
 Merkel, Emily
 Mumm, Enna O.
 Orme, Myrtle
 Robeson, J. A.
 Short, Mrs. Ethel
 Spearmans, Mrs. Cynthia F.
 Swinehart, Herman P.
 Tobin, Marie

NEW JERSEY

Brown, Bertha Iola
 Chester, Mrs. Marguerite
 Smith, Mrs. Ruth
 Thompson, Kinnington L.
 VanCleef, Minnie E.
 Werntz, Charles Livingstone

NEW YORK

Bernhard, Sophie
 Covey, George H.
 Davison, George M.
 Davison, William J.
 Lockwood, Harold
 Smith, Leo M.

NORTH CAROLINA

Hamrick, Mrs. G. P.
 Loy, William Duncan
 Nichols, Rena
 Stine, Glenn R.

NORTH DAKOTA

Hendrixson, Alice

OHIO

Abbott, Earl G.
 Bennett, Frank M.
 Boyd, W. W.
 Brown, Alvin H.
 Candler, Charles A.

Deitemeier, Wilhemine
 Engleman, James O.
 Evans, William Anders
 Fortney, John L.
 Geeting, Charles F.
 Haskins, Paul
 Higley, Carl A.
 Jones, Winona C.
 Lederer, Cora
 Matteson, I. F.
 Moody, A. E.
 Parrett, Charles H.
 Tillson, Mrs. Luda
 White, Clyde W.
 Woodruff, Lillian A.

OKLAHOMA

Coffman, George W.
 Coyle, Mrs. Lois
 Stephens, Addie
 Whiteside, Virginia

PENNSYLVANIA

Anderson, Robert J.
 Baugher, Noah M.
 Beitenman, Florence B.
 Bowers, Charles Homer
 Boyce, Ella Ruth
 Case, Noah L.
 Cattell, James McKeen
 Clancy, Elizabeth V.
 Hartline, Daniel S.
 Jones, Marjorie
 Kammerer, Viola
 Kline, Daniel Aumiller
 Lambert, Roy W.
 Lehr, Clarence W.
 Lerch, Thomas L.
 Lindsay, George L.
 Neville, Charles E.
 Patterson, Grace Aline
 Riling, Frances Marie
 Ringler, A. Preston
 Smith, Bela B.
 Struck, F. Theodore
 Tebay, Fanny
 Wanger, Ruth
 Wenrich, Ruth M.

SOUTH DAKOTA

Eid, Wendell

TENNESSEE

Creswell, J. W.
 Hail, Melrose
 Lewis, Mrs. Claud
 Smyth, W. G.

TEXAS

Black, Myra
 Brunet, Louise
 De Wees, W. O.
 Hill, J. D.
 McCallum, A. N.
 Moore, Mrs. Anna
 Moore, Mrs. Clara Wittig
 Phillips, John Henry
 Posten, Beulah
 Shedd, Sybil

UTAH

Beck, Reid
 Cheel, W. A.
 Hinckley, F. A.
 Mitchell, Nolan
 Nuttall, Leonard John, Jr.
 Rawlinson, Soren J.
 Sherman, Josephine Winona
 Woodland, Byron B.
 Wright, Othelia P.

VERMONT

Kelley, Margaret R.

VIRGINIA

Buchanan, Virginia
 Woodson, Norman A.

Games, Lemuel F.
White, Wallace B.

WASHINGTON

Blaha, Viola
Bonney, Arthur
Brinck, Raoul
Endslow, A. W. S.
Herbst, Gottfried
Hitchcock, Paul
Martin, Ruth S.
Nogle, F. G.
Shull, Hazel
Turner, Mrs. Bessie Collins

WEST VIRGINIA

Blizzard, Julia
Montgomery, John F.
Young, Henry

WISCONSIN

Ericson, Henry E.
Evans, Katherine
Evans, L. R.
Hodge, Alice M.
Honett, Lillie
Hood, Edna

Hughes, Margaret
Lange, Mrs. Margaret
Lloyds, Anna
Loveland, Laura
Marlatt, Abby L.
McCormick, Elizabeth
Schellinger, Otto P.
Stacker, Mrs. Leonard

WYOMING

Ewers, Nellie
McShane, Kathryn

COMMITTEE ON RESOLUTIONS ²

Officers of the Committee are: Martin Wilson, Bronx, N. Y., *chairman*; David Kirby, Athens, W. Va., *vicechairman*; and Mrs. Lila R. Marshall, San Antonio, Texas, *secretary*.

It is the function of the Resolutions Committee to make recommendations to the Representative Assembly on questions which are "national in scope and educational in nature," for the public pronouncement of the general policies of the Association. This report will be presented in printed form in advance of its formal consideration by the Representative Assembly. It will be voted on at the Thursday afternoon session. It consists of two parts—the platform and the resolutions. Issues which are of marked current interest are the subject of resolutions. General policies which have been the subject of resolutions in previous years have been gathered together into the platform. This is kept up to date by revisions embodying ideas which have been accepted in resolutions.

The resolutions are as follows:

1. *The war*—The National Education Association humbly acknowledges the debt of all Americans to the men and women serving in the armed forces of our nation, and above all to those who have made the supreme sacrifice in our behalf, and hereby expresses profound gratitude to those carrying the brunt of the battle. The Association pledges to those who return from the conflict an unremitting effort to understand their problems and to offer them whatever help is in our power.

The National Education Association urges all teachers, uninfluenced by any enervating belief that the war is almost won, to continue their united participation in securing a speedy and complete victory. The Association recommends that all teachers consistently present those ideals of freedom and liberty needed to perpetuate our great republic in either war or peace.

2. *Education and world peace*—The National Education Association is convinced that history demonstrates the power of education to shape young minds into nationalistic war patterns, and proves the necessity of an enlightened world as a basis for enduring peace. The Association, therefore, urges the immediate establishment of a United Nations council on educational policy, and recommends that the government of the United States, when the peace is made, use its influence in the creation of a permanent international agency for education as a means of promoting goodwill among all nations.

² Adopted by Representative Assembly, July 6, 1944.

3. *Education's responsibility for youth*—The National Education Association, cognizant of the fact that there is vast undeveloped wealth in human life, especially in the youth of the land, recommends that:

a. Guidance in its broad aspects—educational, ethical, civic, social, occupational—be made available to every youth, and that every teacher accept responsibility for guidance.

b. Students in high school and college, if possible, remain until graduation.

c. Programs suited to particular needs of youth be developed to promote the welfare of those both in school and out of school.

d. Scholarships for advanced and specialized training be established for young adults with meritorious capabilities.

e. Greater emphasis be placed on the following ideals: any socially useful work is honorable; mastery in any worthy undertaking is the minimum objective; mutual respect for the rights of individuals or groups is essential.

4. *Intercultural understanding*—The National Education Association believes that teachers and educational institutions of this country have a heavy responsibility for educating the youth to understand the achievements and problems of all groups, and an obligation to develop a determination to remove the causes of group conflicts.

5. *Conservation education*—The National Education Association, knowing that many natural resources essential to life are being depleted at an alarming rate, urges increased emphasis upon the teaching of conservation, and recommends the immediate preparation of the appropriate materials for this purpose.

6. *School attendance*—The National Education Association urges the adoption and strict enforcement of adequate school attendance and child labor laws.

7. *Financial support of education*—The National Education Association reaffirms its faith in the principle of federal aid to education without federal control, and vigorously urges that Congress enact the Ramspeck Bill, H. R. 2849, or similar legislation, to the end that educational opportunity throughout the nation may be more nearly equalized, and money be made available to increase substandard salaries of teachers.

8. *Salary adjustments*—The National Education Association commends those school authorities who have provided salary adjustments to meet the increased cost of living. The Association strongly urges further increases thru the establishment and maintenance of adequate salary schedules which are needed to secure and retain capable teachers.

9. *Federal tax limitation*—The National Education Association opposes any amendment to the United States Constitution which provides for a limitation on federal income, inheritance, and gift taxes, and recommends to state education associations their vigorous opposition to such amendment.

10. *The federal income tax*—The National Education Association recommends that the federal income tax law be amended, first, to exempt from federal taxation the retirement allowances of all persons who are or may be retired under local and state retirement systems, as is done in the

case of certain other retirement systems; and, second, to provide that teachers paid in fewer than twelve installments be not penalized.

11. *Cumulative sick leave*—In order that the highest efficiency be maintained in the classroom, the National Education Association recommends that the states provide cumulative sick leave for all teachers.

12. *Recruiting of teachers*—The National Education Association recognizes that effective teaching, a prerequisite to learning, demands recruitment of individuals with the best personal and scholastic abilities. Therefore, the Association recommends that high schools and institutions of higher learning exert their influence to interest outstanding youth in entering the teaching profession.

13. *Appreciation*—The National Education Association expresses appreciation for the courteous hospitality extended by the many organizations and persons of the city of Pittsburgh and the state of Pennsylvania who have contributed to the success of its eighty-second annual convention. The Association acknowledges with gratitude the friendly interpretation of the spirit of the convention by the press and radio.

Platform of the National Education Association

The National Education Association believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledge, habits, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

A. Enriched curriculums that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities, and that take into account the interests, needs, and abilities of individuals.

B. Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted toward the continuous improvement of motion pictures and radio programs.

C. Appropriate instruction in health which will help the child to understand the scientific basis of health and to develop health habits. This will include scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

D. Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for the children who are in need.

E. Amendment of the Constitution of the United States to provide for the prohibition of child labor.

F. The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy demand that students be informed concerning controversial issues.

G. Systematic programs of vocational and educational guidance, vocational placement, and follow-up, in charge of competent persons especially equipped for the work.

H. Recreational programs that lead toward constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

A. Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their education should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

B. Teachers who have the professional attitude in regard to self-improvement.

1. Those in service should be students of professional problems, seeking in every way to develop better educational practices.
2. Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association.
3. Teachers should have membership in local, state, and national education associations.

C. Teachers who are protected in their Constitutional rights of freedom of speech, press, and assembly. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.

1. The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected.
2. Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.
3. Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.
4. Teachers should have the right to organize and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participation in determining school policies and school management.

D. Teachers who are protected by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.

E. Teachers who are protected, in case of disability or old age, by means of sound retirement systems and, in case of financial emergency, by credit unions.

F. Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be trained in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

A. Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, and emphasizes the responsibilities of social life.

1. The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.
2. The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

B. Recreational programs that will give training in the use of leisure-time activities.

IV. Organization

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

A. The national government should study, stimulate, and support education in the interest of a high type of citizenship.

1. The federal government should disseminate information on problems of education.
2. A Department of Education with a Secretary in the President's Cabinet should be established.

B. The state government should organize and direct education within the state.

1. The state department of education in each state should:
 - a. Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.
 - b. Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.
 - c. Certify as to the adequacy of local programs of education in meeting state standards.
2. Each state should provide for a system of free schools, beginning with the nursery school and extending thru the university, with a full school day, a full school year, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.
 - a. Schools for children in rural communities should be recognized as essential and integral parts of the public-school system.
 - b. Exceptional children, whether gifted or handicapped, should receive instruction, guidance, and special care in accordance with their respective needs.
 - c. Every state should provide a complete program of vocational education for youths and adults.
 - (1) Classes should be organized and maintained as integral parts of local school systems.
 - (2) Part-time and evening classes should be provided when necessary.
3. Every state should provide for the training of teachers and should establish standards of qualification.

C. The local district should organize and administer its school system in conformity with the standards set by the state.

1. Local, district, and state boards of control should be chosen on a non-partisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into office at any one time.
2. The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.
3. Lay boards should be guided by the recommendations of professional educators.
4. School budgets should be prepared by the school superintendent and his staff and approved by the board of education.
5. The selection and promotion of teachers should be on a professional basis.
 - a. Teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught.
 - b. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

Combined liberal support from national, state, and local sources is necessary to provide a complete program of adequate educational opportunities in all sections of the various states. In order to make this program possible with maximum effectiveness the Association advocates:

A. A coordination of the taxing policies of national, state, and local units of government.

B. The federal government should give financial assistance to the states and territories for the support of education.

1. Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.
2. Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.
3. Until Congress establishes a Department of Education, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

C. Each state should provide for the support from public funds of a complete system of free schools.

D. Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.

E. Boards of education should have financial autonomy in order to fulfil their responsibilities.

F. Research in public finance should discover and disseminate facts concerning the best sources for revenues and their efficient expenditure.

G. A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation should be carried on within the various states.

VI. Public Relations

Education should prepare each generation to meet the social, economic, and political problems of an ever changing world. All activities of the school should contribute to the habits and attitudes that manifest themselves in

integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

A. Continuous programs to interpret to the community the aims, practices, and achievements of the schools.

B. National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

C. World education associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

D. Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of an organization of nations with power to preserve peace.

E. The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and achievements of all nations and increase international goodwill.

II. STANDING COMMITTEES

This type of committee carries on a continuous program of study, interpretation, and action. Each committee has a nationwide advisory group representing all the states. The active work is directed by a core committee of five members. It is customary each year for the president of the Association not to reappoint more than four members of the core committee.

COMMITTEE ON ACADEMIC FREEDOM ¹

The members of the Core Committee are: William Kilpatrick, New York, N. Y., *chairman*; Arthur K. Loomis, Shaker Heights, Ohio; Mrs. Frances Doub North, Baltimore, Md.; Mary L. Snow, Portland, Maine; and William S. Taylor, Lexington, Ky.

The Core Committee did not meet during the current school year. The conclusion has been reached within the Committee that its functions should be merged with those of the Committee on Tenure under the title Committee on Tenure and Academic Freedom.

COMMITTEE ON INTERNATIONAL RELATIONS ²

The members of the Core Committee are: Ben M. Cherrington, Denver, Colo., *chairman*; Mrs. Rachel Evans Anderson, St. Albans, Long Island, N. Y.; Kenneth Holland, Washington, D. C.; Grayson N. Kefauver, Washington, D. C.; Mrs. Viola Kelley, San Francisco, Calif.; and Annie C. Woodward, Kingston, Mass.

During 1943-44, four issues (nearly 50,000 copies each) of a Latin American Edition and a Worldwide Edition (total 600 copies) of the newsletter, AMONG US, were prepared and distributed. It was felt that

¹ Adopted by Representative Assembly, July 5, 1944.

² Adopted by Representative Assembly, July 6, 1944.

the Committee should help meet the present crisis by serving as a clearing-house to inform the teaching profession of developments in methods, research, and suggestions. It should also serve as a coordinating agency, an originating agency, and as a liaison between other related groups. Effort should also be made to develop new facilities for the establishment of sound relations between the teaching profession of this country and that of the other American republics. The attention of all educators was called to three publications, *Education for International Security* which reports the meeting held at Harpers Ferry, *Education and the People's Peace* prepared by the Educational Policies Commission, and *Education and the United Nations* prepared by the American Council on Public Affairs.

The members of the Core Committee agreed, at a meeting held in Washington on February 21, that consideration be given to the preparation of bibliographies, leaflets, and units of work indicating possible application of air-age education to international relations curriculums.

Thru an appropriation from the Executive Committee of the Association, the Core Committee met in Washington on May 12 and 13 and drew up a statement of policy and program in international relations for the National Education Association to be presented for adoption, modification, or rejection by the Representative Assembly at the Pittsburgh meeting.

COMMITTEE ON NEW VOTER PREPARATION AND RECOGNITION ³

The members of the Core Committee are: Willard J. Graff, Independence, Kans., *chairman*; Margaret Boyd, Steubenville, Ohio; Lucy Mason Holt, Norfolk, Va.; Eula F. Hunter, Fort Worth, Texas; and V. A. Lowry, Madison, S. Dak.

During 1943-44 the Committee urged state celebration of American Citizenship Week during May 15-21; radio programs on citizenship; participation by teachers in local civic committees; community celebrations in rural schools; distribution and use of *The American Citizens Handbook*; discussion of the possibility of changing the voting age to eighteen years; emphasis upon the exercise of suffrage rights.

The Committee recommends that:

1. The Association should vigorously support the New Voter Program as an important medium of maintaining enlightened voter participation in vital governmental developments during the postwar years.

2. The question of changing the beginning voting age to eighteen should be given more extensive consideration by the Association.

3. The whole question of voter preparation and participation should be given serious consideration by our Association, its officers and research workers, during the years immediately ahead both in the interest of education and the general welfare of the nation.

4. Everything possible should be done to help the American people realize their responsibility and obligation to exercise at every opportunity the right of suffrage.

³ Adopted by Representative Assembly, July 5, 1944.

COMMITTEE ON TENURE ⁴

The members of the Core Committee are: H. B. Allman, Muncie, Ind., *chairman*; Helen T. Collins, New Haven, Conn.; J. Constance Kingan, Royal Oak, Mich.; Mrs. Ruth Runyan, Cincinnati, Ohio; and J. C. Shankland, Kansas City, Kans.

The work of this Committee during 1943-44 has been directed primarily toward developing an understanding of the benefits of tenure and the relation tenure bears to attracting and holding good teachers. Frequent contact has been made with Advisory Committee members thru written communication and questionnaire. Also conferences were held in each area in which meetings of the American Association of School Administrators were scheduled. A report was requested from each member of the Advisory Committee on "problems and progress" of tenure in his state and community.

Tenure cases have been at a new low in number during the current year. Ten cases have been considered as active "carry-overs" or continued from the last year, two old cases have been reopened, and preliminary investigations are under way in five new cases. Requests for help on programs of legislation have come from several states.

The Core Committee has served as a clearinghouse on requests for leaders to speak in behalf of tenure. Four panel discussions were planned by Committee members in conjunction with the area meetings. Also speakers were sent to regional and state association programs. Numerous articles have been written for professional journals and magazines.

Studies completed or planned for this year with the cooperation of the NEA Research Division are: *Tenure Policies and Procedures in Teachers Colleges*; *Subjectmatter Index of Court Decisions on Teacher Tenure, 1933-1942*; *Wartime Aspects of Teacher Leaves of Absence*; *Court Decisions on Teacher Tenure Reported in 1943*; and a handbook on plans, procedures, and patterns for tenure legislation.

Prominent among the factors that tend to make a profession great are four: (a) high qualifications for the beginner, (b) reasonable security of tenure or certainty of employment, (c) an adequate living wage, and (d) a liberal retirement annuity after a reasonable period of service. Security of tenure is thus a cornerstone of our profession. If teachers are to be great, they must be freed from the bickerings of petty politics and trifling personal preferences. Tenure gives to teachers a sense of security that brings confidence and loyal cooperation.

The present trend to accept teachers who are substandard may very properly be "viewed with alarm." Temporary teachers if admitted to the benefits of tenure tend to crowd out teachers with standard training who should be received back into the profession as promptly as they are mustered out of the military services. There is an obligation resting on our Association to protect the interests of those who have been called into service. It is our duty to build the teaching profession on a firm foundation

⁴ Adopted by Representative Assembly, July 6, 1944.

that these courageous young teachers may return to find employment and security in the free land for which they are fighting.

III. SPECIAL COMMITTEES

These committees are organized to study specific problems. They are appointed for a definite period of time, not exceeding three years. All special committees include advisory members from each state. The general planning is done by a core committee of five. The life of each special committee is determined by the Executive Committee, and the president appoints the committee for that term.

COMMITTEE ON COOPERATIVES ¹

The members of the Core Committee are: Harold F. Clark, New York, N. Y., *chairman*; Sarah C. Ewing, Indianapolis, Ind.; R. S. Ihlenfeldt, Madison, Wis.; Cora Oleson, Spokane, Wash.; and Edna Tobias, Hardin, Mont.

The report of the Committee on Cooperatives last year dealt with the problems of protecting the consumer in wartime. The general opinion, even then, seemed to be that the work of the Committee this year should deal with the problems of reconstruction at the end of the war. The Committee has attempted to carry on a certain amount of investigation along these lines.

There seems little doubt that the cooperatives would be one of the most efficient and useful channels in postwar relief. Most of the countries of Europe had highly developed cooperatives before the war. There is much to be said in using them as a major agency to assist in any relief policies that are set up when the war is over. Many cooperatives in this country and abroad are looking forward to a great extension of international exchange of goods among cooperatives. Competent students of the problem think this could be an additional factor in improving economic conditions in the years ahead.

There is no doubt that problems connected with the use of savings and the effort to increase mass consumption will be among the most crucial of economic problems in this country in the postwar years. Leaders in the cooperative movement insist that cooperative activities are one highly efficient means for distributing purchasing power and moving the savings of the people into active consumption. Many persons expect cooperatives to play an active part in a more efficient and expanding economy in the next decade or two.

The Committee recommends that steps be taken to put its work on a longer term basis so that the Committee can adequately explore the relation of the place of education and cooperative action.

Considerable attention should be given to exploring the place of cooperative activity in economic reconstruction during the postwar period.

¹ Adopted by Representative Assembly, July 6, 1944.

COMMITTEE ON CREDIT UNIONS ²

The members of the Core Committee are: L. A. Pinkney, Kansas City, Mo., *chairman*; G. G. Gudmundson, Roselle Park, N. J.; E. Y. Palmer, Mesa, Ariz.; Hugh Stout, Portland, Oreg.; and Linnie B. Wilson, Tulsa, Okla.

For another year the war is causing our annual meeting to be limited to the meetings of the Representative Assembly. This means that again the Committee will not be able to carry on the usual plan of conducting a booth. This activity must be revived at the first meeting after the war since it has proved to be one of the most effective means in the promotion of credit unions.

Wartime conditions are continuing to work against the expansion of present credit unions and the organization of new ones. The federal credit regulation "W" and the lack of automobiles, refrigerators, etc., have combined to cause a considerable decrease in the demand for loans. This will probably continue until after the war and will prove to be a real test of the financial stability of credit unions. There is no doubt that they will come thru successfully and be ready to meet the greater demands for service that will come after the war.

It is believed that the best procedure at present is to make a determined effort to do more effective work in credit unions already organized. A conservative estimate is that there are 100,000 teachers who are eligible to join credit unions now in operation. A definite effort should be made to enlist these teachers. The services of the credit union should be adapted to meet war conditions. Relaxation of restrictions on savings would permit the accumulation of greater buying power after the war.

The Committee recommends that:

1. Every possible means should be used to induce eligible teachers to join credit unions already in operation.
2. Credit union officers should examine their present credit union services to see if they cannot be better adapted to wartime needs.
3. More extensive use should be made of the NEA credit union pamphlets that are now available: *How to Organize Teacher Credit Unions*; *The Teachers Credit Union*, Personal Growth Leaflet No. 138; and *Credit Unions: The Cooperative Finance Movement, A Study Unit for Senior High-School Courses on Problems of American Democracy*.

COMMITTEE ON EQUAL OPPORTUNITY ³

The members of the Core Committee are: R. L. Hunt, Silver City, N. Mex., *chairman*; Mildred Bray, Carson City, Nev.; Mrs. Alice Edwards, Shreveport, La.; Mrs. Flora Gillentine, Arkadelphia, Ark.; and Adeline Stevenson, Fargo, N. Dak.

During the year 1943-44 the Committee has continued its work and policy of the past several years in working with and thru state committees

² Adopted by Representative Assembly, July 6, 1944.

³ Adopted by Representative Assembly, July 6, 1944.

and the advisory members. Most of the work of the Committee this year has been in assembling materials on the Equal Rights Amendment, and in assisting those interested either for or against the amendment in preparing short articles for their respective publications.

Many copies of previous reports of the Committee have been mailed upon request, including the brief summary of arguments for and against the Equal Rights Amendment distributed at the 1943 NEA meeting. The Committee has for general distribution a digest or brief summary of these arguments for the delegates at the 1944 NEA meeting.

A recommendation submitted to the 1943 meeting, approved by the Representative Assembly, calls for a vote of the 1944 delegates on the question of endorsing or disapproving the Equal Rights Amendment. Delegates are urged to study this question in order to vote intelligently on the proposal.

The Committee in 1943 recommended that the Committee on Equal Opportunity be discontinued or consolidated with other committees under some type of teacher welfare after the 1944 annual meeting.

COMMITTEE ON TAX EDUCATION AND SCHOOL FINANCE ⁴

The members of the Core Committee are: J. R. Mahoney, Salt Lake City, Utah, *chairman*; C. Herman Grose, Erie, Pa.; Monroe Melton, Normal, Ill.; Edna Morgan, Cleveland, Ohio; and Winifred Newman, Charleston, W. Va.

The first objective of the Committee's program has been to formulate a complete statement of an adequate and economically sound program of financing the schools of America. The present inadequate revenue, the difficulties created by the rapid rise of competing public services, and the great increase in the burden of federal taxation create a need for a careful re-examination of the whole problem of school finance. A preliminary statement of the financial needs of the schools and a program of improvement were submitted to three groups of economists who are specialists in the field of public finance at conferences in Chicago, Boston, and New York City. On the basis of the resulting constructive criticisms a more complete re-statement has been formulated and resubmitted in writing to the cooperating economists for criticism and suggested modifications. A final conference will afford the opportunity to reach an agreement on as many points as possible and to make available a comprehensive school finance program which will provide the amount of revenue required to support a system of education that will meet the needs of our modern world. This procedure has been adopted to make sure that the Association will have a program that will accomplish our objectives.

A second part of the Committee program has the purpose of developing an effective means of cooperative action with the states in planning those

⁴ Adopted by Representative Assembly, July 6, 1944.

changes required in each state to provide the best system of local and state finance. A preliminary step in this phase of the program has been the selection of pattern states, one from each section of the country. More intensive work is to be carried on in each of these pattern states and later spread to other states with similar conditions. A preliminary series of conferences have been held at Boston; Portland, Maine; New York City; St. Louis; Salt Lake City; and Helena, Montana.

Under the direction of the Committee chairman research studies have been undertaken to show the educational and economic results of the programs of education in the various states. The shortcomings of our educational system are clearly shown by these studies and they may prove to be effective in securing greater public interest and support of the changes required to properly finance the schools.

An improved system of public education can be demonstrated to be one of the most effective ways of insuring a satisfactory operation of our economic system in the postwar period both from the point of view of combating unemployment and maintaining a satisfactory volume of business. Studies of these interrelations are being promoted as a possible means of securing for the required financial changes a more active approval by the business, agricultural, and other leaders of the country. Effective demonstration of the economic importance of the public-school system should pave the way for a change in attitudes from indifference or opposition to active support.

The Committee program as carried out to date is necessarily only the beginning of a program that merits the active support of the Association and should be continued with vigor until the objectives are attained. The development of an adequate and economically sound method of financing the schools of America is the most fundamental and important educational need. Few other educational problems can be satisfactorily solved until the schools are properly financed. The energy devoted to this problem gets to the heart of the difficulties confronting the public schools and should be given the place in the Association program that it logically merits.

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION ⁵

The members of the Core Committee are: Jean A. MacKay, Highland Park, Mich., *chairman*; Mary C. Brennan, Casper, Wyo.; W. E. Peik, Minneapolis, Minn.; M. Margaret Stroh, Washington, D. C.; and Helen E. Wilson, Pittsburgh, Pa.

At its meeting in Washington on October 12 and 13 the Core Committee agreed that, with certain changes and additions, the statement of principles and recommendations for action prepared in 1942-43 still expressed the convictions of the group with respect to maintaining and improving the nation's teaching force now and after the war.

⁵ Adopted by Representative Assembly, July 6, 1944.

It agreed further that implementation of its very important recommendations for action was dependent upon these factors: (a) provision by the Association of \$500 for the printing and distributing of its revised statement; (b) strenuous efforts by the Association to secure from President Roosevelt or Congress so strong and unequivocal a public statement concerning the essential nature of teaching as to persuade teachers and the public that education is not a luxury, but a wartime and peacetime necessity and that schools must be kept open and staffed by able teachers; (c) provision for the preparation, printing, and distribution of outlines for adult discussion groups to use in considering the need for competent teachers and the means for attracting such people to the profession and holding them there; and (d) provision for collecting, editing, reproducing, and circulating illustrative curriculum materials developed in teacher-educating institutions and elsewhere to help school men and women attain certain accepted postwar goals of education, especially in such areas as international understanding and cooperation and the wise use of materials and human resources.

The Committee submitted this working program to the Executive Committee and can report that 18,000 copies of the statement have been printed and distributed.

On March 21, in connection with the sessions of the North Central Association of Colleges and Secondary Schools at Chicago, the members of the Advisory Committee in that region were called to a meeting.

The Committee recommends that:

1. The Committee's statement, "Recruiting, Selecting, and Developing the Nation's Teachers During the War and Postwar Periods," and other Association releases in that area should be made available at cost in large amounts for the use of local and state groups concerned with recruitment and retention of teachers.

2. The Committee should have assistance in the NEA office in providing a clearinghouse for materials upon recruitment, with a view to facilitating their flow to recruits.

3. The Association should give needed recognition to teacher education and welfare as of paramount importance and further dignify it and promote its steady improvement by devoting to its consideration one general session each summer.

4. The Association should extend the studies of what actually constitutes, for various types of communities, adequate salary schedules, health conditions, provisions for professional improvement, dignified and professional procedures for evaluating competence, particularly in tenure and certification cases, and disability and retirement provisions; and the Committee should then interpret the findings as they relate to recruitment of able teachers and distribute their conclusions.

5. The Association should use every available resource to stimulate secondary and elementary teachers to recognize and assume their vital responsibility for discovering and recruiting potentially desirable and competent teachers.

6. The Association should make it possible for the Advisory Committee members to be called to a meeting, perhaps on a regional basis, at least once a year.

7. The Association should make this Committee, not merely a report-making group, but a working committee or commission.

IV. JOINT COMMITTEES

The joint committee is one form of cooperation between the National Education Association and other organizations with mutual interests in specific problems. Each organization appoints a total of three to five persons, usually a new member each year. Joint committees elect their own chairmen.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LEGION ¹

The members of the Committee are: (a) for the National Education Association—R. B. Huxtable, Los Angeles, Calif., *chairman*; Fred D. Cram, Cedar Falls, Iowa; Edward E. Kenner, Chicago, Ill.; Glenn W. Todd, Lewiston, Idaho; and Paul Wamsley, Buffalo, N. Y.; (b) for the American Legion—H. L. Chaillaux, Indianapolis, Ind.; James F. O'Neil, Manchester, N. H.; and W. C. Sawyer, Rivers, Ariz.

Limitations of travel and the demands of wartime living have restricted the activities of this Committee. However, thru correspondence we have evolved ideas which should prove mutually advantageous to the National Education Association and the American Legion. We have preserved the established traditions of cooperative effort and have made plans for more widespread activity at a more opportune time. Our program in general is as follows:

1. To maintain a mailing list of those who have membership in both the National Education Association and the American Legion.
2. To use this list for the dissemination of information in furtherance of the educational, civic, and patriotic features of the programs of both organizations.
3. To promote the organization of Legionnaire Schoolmaster Clubs wherever possible.
4. To encourage educators and Legionnaires to coordinate their activities so far as they have common objectives.
5. To encourage the enrolment of eligible educators and service people in both the National Education Association and the American Legion.
6. To cooperate in the program of rehabilitation education of veterans.
7. To urge educators to increase participation with the Legion in its program of school awards, Boys' State, national oratorical contests, junior baseball, pre-induction training, flag training, and other projects numbering about 100.
8. To effect a more adequate knowledge of American history, government, and traditions. In this connection, we commend the Americanism Endowment Fund of the American Legion, which will sponsor the production of motion picture films calculated to depict on a vast scale the entire history of our nation, and provide more adequate awards for students who participate in various school activities related to the advancement of our American way of life.
9. To urge boards of education and tax levying groups to maintain the highest possible standards for our schools and educators during the war emergency.
10. To support a federal aid program free of political involvement and federal control.
11. To support, as far as possible, all positive programs of both the National Education Association and the American Legion.

¹ Adopted by Representative Assembly, July 6, 1944.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION
AND THE AMERICAN LIBRARY ASSOCIATION ²

The members of the Committee are: (a) for the National Education Association—Mildred English, Milledgeville, Ga., *chairman*; Mary E. Carleton, Minneapolis, Minn.; Thomas H. Ford, Reading, Pa.; B. Lamar Johnson, Columbia, Mo.; and Edith A. Lathrop, Washington, D. C.; (b) for the American Library Association—Helen M. Clark, Lansing, Mich., *vicechairman*; Margaret Cleaveland, Cleveland, Ohio; Helen E. Farr, Madison, Wis.; Sarah L. Jones, Atlanta, Ga.; and Louis M. Nourse, St. Louis, Mo.

“Children’s Books of 1942-43,” selected by the Detroit, Michigan, public schools for the Joint Committee, was printed in the November 1943 issue of the *NEA Journal*.

The Library Association of Portland, Oregon, has accepted the Committee’s invitation to prepare a similar list for 1943-44.

The Committee made plans to offer advisory service on school libraries at the five regional meetings of the American Association of School Administrators, in February and March 1944. However, space for exhibits was not provided at these meetings and it was not possible to arrange for such service at all of the meetings. At Seattle, Gertrude Mills arranged for a room for a meeting of library leaders who might attend the meetings, and arranged an exhibit of materials at the public library, which was near the hotel headquarters.

Mildred L. Nickel, president of the Illinois Association of High School Librarians, and her co-workers arranged for advisory service at the ALA booth at the Chicago meeting. Miss Nickel prepared a bibliography on “Post-War Planning Materials Recommended for High School Use,” which was distributed to those interested.

The Committee recommends that:

1. The money allotted for the work of the Committee by the NEA, the most of which has not been spent, should be held for the work of the Committee next year.
2. The members should be appointed for a period longer than one year in order to give continuity to the Committee’s work, and all levels of school library work should be represented on the Committee.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION
AND THE AMERICAN MEDICAL ASSOCIATION ³

The members of the Committee are: (a) for the American Medical Association—Thurman B. Rice, Indianapolis, Ind., *chairman*; W. W. Bauer, Chicago, Ill., *secretary*; Arthur J. Chesley, St. Paul, Minn.; Charles G. Giddings, Jr., Atlanta, Ga.; and George M. Lyon, Huntington, W. Va.; (b) for the National Education Association—Anne S. Duggan, Denton, Texas, *vicechairman*; N. P. Neilson, Salt Lake City,

² Adopted by Representative Assembly, July 6, 1944.

³ Adopted by Representative Assembly, July 6, 1944.

Utah; Willis A. Sutton, Atlanta, Ga.; Bernice Moss, Berkeley, Calif.; and Charles C. Wilson, New York, N. Y.

At its meeting in Chicago in April 1944, the Committee considered the U. S. Office of Education reports on *Physical Fitness Through Health Education* and *The Preparation of Teachers for the Program of Physical Fitness Through Health Education*. A resolution was passed endorsing the provision of health education for all secondary-school students and suggesting that sufficient time be allotted to permit a comprehensive program which would include such topics as "accident prevention, nutrition, disease prevention, first aid, functioning of the human body, community hygiene, correction of remediable defects, home care of the sick, and mental hygiene."

Resolutions on the "Wartime Administration of Drugs to Students" and on "Ultra-violet Disinfecting Lamps" also were adopted. These resolutions are being submitted to various education and health publications.

Subcommittees have been appointed to study and report on a number of different problems, including (a) the prevention and control of ringworm infection, (b) health and physical fitness in wartime, (c) effects of food rationing on the health of children, and (d) posture of school children.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION
AND THE AMERICAN TEACHERS ASSOCIATION ⁴

The members of the Committee are: (a) for the National Education Association—S. L. Smith, Nashville, Tenn., *chairman*; P. H. Easom, Jackson, Miss.; N. C. Newbold, Raleigh, N. C.; Garnet C. Wilkinson, Washington, D. C.; and Fanny C. Williams, New Orleans, La; (b) for the American Teachers Association—Mrs. Eva Batey, Atlantic City, N. J.; John H. Broadhead, Philadelphia, Pa.; Ambrose Caliver, Washington, D. C.; H. Councill Trenholm, Montgomery, Ala.; and Mary L. Williams, Charleston, W. Va.

At a meeting of the Joint Committee in Nashville, May 1943, the subcommittees were increased to a total of six as follows: Motion Picture Projects, Charles S. Johnson, *chairman*; Textbook Materials, P. H. Easom, *chairman*; Radio, Walter N. Ridley, *chairman*; Education for National Defense, G. C. Wilkinson, *chairman*; Race Relations Courses for Teachers, N. C. Newbold, *chairman*; Publications, U. W. Leavell, *chairman*. Each chairman has appointed additional members especially interested in the subject. While the work has had to be carried on mainly by correspondence, these subcommittees have been actively at work and have already made some noticeable achievements. Space will allow only a brief statement from each of these reports.

1. *Motion Picture Projects*. The chairman of this subcommittee has called together an important group interested in educational films. At present the committee is working with the American Film Center, under the direction of Donald Slessinger,

⁴ Adopted by Representative Assembly, July 6, 1944.

and with the Race Relations Division of the American Missionary Association. The plan is to develop thru the technical facilities of the American Film Center five educational motion pictures.

2. *Textbook Materials.* The committee is working on this problem and recommends that the question of race be studied in as simple, natural, and logical way as possible in all the various fields covered by textbooks for use by all the children, and that all textbook writers and publishers be urged to give fair and adequate treatment of the accomplishments of all racial or minority groups.

3. *Radio.* The chairman has contacted various educational agencies for the purpose of having them include in their meetings the importance of radio as an educational medium in American life and culture, and an attempt has been made to encourage participation of Negroes in radio programs as well as in meetings concerning the radio.

4. *Race Relations Courses for Teachers.* The chairman of the subcommittee presented the question to a joint meeting of state directors of teacher education and state agents at Hot Springs, Arkansas, April 2-3, 1944. The following resolution was adopted by this joint group, representing all Southern states: "(a) that state directors of teacher education take under advisement the problem of race relations instruction in the preparation of all teachers, and take appropriate action in their respective states; (b) that a committee of the state agents assume responsibility for preparing a list of suggested materials for use in such instruction."

5. *Federal Aid for Education.* The chairman of this subcommittee, who is also president of the American Teachers Association, called together the legislative committee of the American Teachers Association in January, at which there were representatives from twelve important Negro organizations. After ample discussion, this group endorsed the federal aid to education bill, S. 637, feeling that this original bill assures to Negroes a full and fair share of all the federal money which it provides for public schools, and that it is vital to the interest of the Negro that the original bill shall pass.

6. *Publications.* The emphasis of this subcommittee relates to stimulation of the publication of articles and information related to education for all the children of all the people. Manuscripts will be prepared serving specific purposes for publication in journals and magazines, reaching strategic groups in American culture.

The Committee recommends that:

1. The Core Committee should be appointed for a longer period than one year in order that the work mapped out may be carried forward for the duration of the war.

2. Funds should be provided for expenses of the Joint Committee and the publication of important findings which may be helpful in the postwar program.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION
AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS ⁵

The members of the Committee are: (a) for the National Congress of Parents and Teachers—Agnes Samuelson, Des Moines, Iowa, *chairman*; Howard V. Funk, Bronxville, N. Y.; and Mrs. William A. Hastings, Madison, Wis.; (b) for the National Education Association—Lorine Barnes, Birmingham, Ala.; Mrs. Mary L. Hollister, Kansas City, Mo.; and Mason Stratton, Atlantic City, N. J.

⁵ Adopted by Representative Assembly, July 6, 1944

After careful consideration of the postwar problems confronting education the Committee has outlined a plan for state joint committees. These state groups would invite the cooperation of other state agencies interested in planning. Plans would be made for forums and conferences. Packets of materials would be provided for distribution to local groups. Each state committee should serve both as a planning group and as a clearinghouse of materials and information.

Among the topics that might be discussed under the encouragement of the state committee are: federal aid and federal relations to education; meeting juvenile needs; education of returning veterans and war workers; improving teacher education; reorganization of school districts; strengthening state departments of education; state financing of schools; school code revision; education at the peace table; schools in community life; purposes of public education; building community support of schools; lay and professional functions in education; and types of teachers needed in the schools of the future.

The Committee recommends that:

1. In those states where joint councils or commissions exist there should be immediate discussion and action along the lines outlined above.
2. In other states, the state education association and the state parent-teacher associations should set up the machinery necessary to make possible this cooperative guidance of planning for the present and the postwar world.

V. COMMISSIONS AND COUNCILS

The National Education Association has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee.

COMMISSION ON EDUCATION AND RESOURCES ¹

This Commission is sponsored jointly by the National Education Association and the American Education Fellowship. Its members are: (a) for the American Education Fellowship—Paul R. Hanna, Stanford University, Calif., *chairman*; C. L. Cushman, Philadelphia, Pa.; Lewis Mumford, Stanford University, Calif.; and Frederick Redefer, New York, N. Y.; (b) for the National Education Association—Willard E. Givens, Washington, D. C.; Howard Odum, Chapel Hill, N. C.; Ruth West, Spokane, Wash.; and Ray Lyman Wilbur, Stanford University, Calif.; (c) joint appointees—Harold Hand, College Park, Md.; and J. W. Studebaker, Washington, D. C.

The purposes of this Commission are twofold: (a) to arouse the education profession to the problem of conserving our natural and our human resources and planning for their better utilization; and (b) to demonstrate to the resources experts and to the planners that the schools and colleges

¹ Adopted by Representative Assembly, July 6, 1944.

can and should carry an important role in developing public understanding of resource planning.

During the period of the war, the Commission has been without funds but some writing and speaking has been done individually by members of the Commission.

The Commission on Education and Resources recommends that the National Education Association and the American Education Fellowship continue the membership of the Joint Commission for the purpose of having an organization ready to promote promising developments in this area.

COMMISSION ON PROFESSIONAL ETHICS²

The members of the Commission are: Virgil M. Rogers, River Forest, Ill., *chairman*; Pearl A. Briggs, Buffalo, N. Y.; Pearl Donoho, Omaha, Nebr.; Lillian Gray, San Jose, Calif.; and Lieutenant J. Murray Lee, U. S. Navy.

The following achievements can be reported by the Commission during the current year: (a) publication in the February issue of the *NEA Journal* of an article, "Professional Ethics and the War," about which numerous favorable comments have been made; (b) development of a condensed code of ethics, taken from the NEA Code, which has been prepared in a one-page poster form for distribution to individuals and to professional journals; (c) authorization for reprinting the Code of Ethics for free distribution; (d) a specific request to the Executive Committee and the national officers for \$1200 to make it possible for the Commission to meet at least once annually and to carry on a comprehensive program of publicity with reference to ethical practices; (e) publication of an article in the May issue of the *Journal*, "Second Front on Professional Ethics," by Lillian Gray of the Commission; (f) distribution of the condensed code poster to all state commissions on professional ethics; (g) an article written and distributed to all state journals on war problems and professional ethics, along with a copy of the condensed code to be published in the May issue of all state journals and schoolboard journals; and (h) the distribution in March of a news bulletin from the Commission to all state committees and to executive secretaries of state associations.

The program of action of the Commission includes the following major items: (a) establish local and state committees to promote better ethical practices and to consider and take direct action on cases involving ethics; (b) refer to the National Commission only those cases recommended by the state commissions; (c) promote effective tenure laws and retirement acts; (d) make available to the entire profession, copies of codes of ethics for teachers which in poster form may be obtained from NEA Headquarters; (e) discuss in educational conferences and meetings, the importance of high ethical practices, and the provisions of the Code of Ethics; (f) protect the employment status of teachers on leave in war service; (g) promote the professionalization of teaching thru membership in local, state, and

² Adopted by Representative Assembly, July 5, 1944.

national associations; and (h) encourage the distribution of codes of ethics in all teacher-training institutions, to school faculties, to new teachers, and to boards of education.

Out of the discussions of the Commission have come better understandings as to the purpose and function of the National Commission on Professional Ethics, and its relationship to the work of other temporary and standing committees and commissions. The Commission's statement as to its purpose and function is as follows:

1. The Commission considers its function to be primarily that of promoting a better understanding of ethical practices among teachers, school officials, and boards of education. It believes that direct action on all cases involving ethics should be settled by local and state commissions, leaving to the National Commission only those cases appealed to it for consideration.

2. The Commission believes that tenure cases, academic freedom problems, and all other cases should come before a single committee delegated to deal with such problems. There is no reason for conflicts arising between this Commission and other committees and commissions of the Association.

3. A major purpose of our Commission, we believe, is that of preparing units of work on ethics and making them available to departments of education, for courses in education and particularly for courses for school administrators. Publishing houses should be provided with materials for inclusion in educational textbooks.

4. The members of the Commission are of the opinion that there are a great many problems which should be dealt with by this Commission, and that a considerably larger appropriation should be made for its work in next year's budget. We suggest that at least \$1200 be approved for its use.

5. There is a tremendous amount of work which needs to be done to bring to the attention of school administrators and boards of education the importance of ethical practices in professional employment.

EDUCATIONAL POLICIES COMMISSION³

The members of the Steering Committee are: Alexander J. Stoddard, Philadelphia, Pa., *chairman*; Willard E. Givens, Washington, D. C.; S. D. Shankland, Washington, D. C.; and George D. Strayer, New York, N. Y. William G. Carr is secretary of the Commission.

Between June 1, 1943, and May 31, 1944, the Commission has continued to serve the purpose for which it was created: (a) by preparing and issuing statements of policy on current educational problems which appeared to the Commission to be of critical importance, and (b) by conducting activities which encourage the study and application of its recommendations.

The following published documents have been issued during the year: *Learning about—Education and the Peace*; *Let's Talk about Education and the People's Peace*; *Does America Want Conscription as a Permanent Peacetime Policy?* and *The Education of All American Youth* (in press, May 1944).

The Commission plans to issue, during the remainder of 1944, reports on the following subjects: Federal-State Relations in Education; Juvenile Delinquency; How To Criticize the Schools *Intelligently*; Fit To Be Free: A Postwar Program for Health Education; and Educational Services for Younger Children.

³ Adopted by Representative Assembly, July 6, 1944.

The chief promotional work of the Commission has been to attempt to secure action on the recommendations contained in *Education and the People's Peace*, issued by the Commission in May 1943. In line with the recommendations of the Commission, the Department of State has been interested in the possibility of a United Nations council on education. The United Nations Relief and Rehabilitation Administration has included the rebuilding of war-devastated schools as part of its program. Professional associations in this country and abroad have been enlisted in support of the Commission's recommendations.

LEGISLATIVE COMMISSION ⁴

The members of the Core Committee are: H. M. Ivy, Meridian, Miss., *chairman*; Francis S. Chase, Richmond, Va.; John Guy Fowlkes, Madison, Wis.; Frank Heinisch, Omaha, Nebr.; Mabel Studebaker, Erie, Pa.; Charles H. Tennyson, Austin, Texas; and Jere A. Wells, Atlanta, Ga.

The chief concern of the Legislative Commission in 1943-44 has been the continuation of the campaign for federal aid for education. S. 637 was pending before the Senate at the beginning of this fiscal year. H. R. 2849 was introduced in the House on June 2, 1943, as a companion bill to S. 637 by Congressman Robert Ramspeck of Georgia. During August and September intensive field work was carried on to consolidate the forces supporting this legislation preparatory to bringing S. 637 to a vote in the Senate, this work being done in the Southern states by Howard A. Dawson, secretary of the Commission; in the Western states by Forrest Rozzell, field secretary of the Arkansas Education Association; and in the Northern and Eastern states by Donald DuShane, secretary of the Commission for the Defense of Democracy Through Education.

The bill was brought to the floor of the Senate for debate and a vote, October 12 to 20, 1943. There were sufficient votes to pass the bill could it have been brought to a vote on its merits, but the opponents succeeded in dividing the supporters of the bill by injecting the racial issue thru the Langer Amendment, which was adopted by a vote of 40 to 37. Most of the proponents of the bill then joined in voting to recommit it to the Senate Committee on Education and Labor.

Considerable work has been done to get a hearing before the House Committee on Education. The Committee has voted to hold a hearing, but at the time of writing this report the date for the hearing had not been set. Efforts to get further action in both the Senate and House will be continued in the summer and fall of 1944.

Other aspects of the legislative program approved by the Commission are dealt with in the report of the Division of Legislative and Federal Relations.

⁴ Adopted by Representative Assembly, July 6, 1944.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY
THROUGH EDUCATION ⁵

The members of the Executive Committee of the Commission are: Alonzo F. Myers, New York, N. Y., *chairman*; Mrs. Mary D. Barnes, Elizabeth, N. J., *vicechairman*; Kate Frank, Muskogee, Okla.; Frank P. Graham, Chapel Hill, N. C.; Frederick Houk Law, Brooklyn, N. Y.; Ernest O. Melby, Missoula, Mont.; and Orville C. Pratt, Spokane, Wash. Ex officio members of the Commission are: Mrs. Edith B. Joynes, NEA president; Willard E. Givens, executive secretary; and Joseph H. Saunders, chairman of the Board of Trustees. Donald DuShane is secretary of the Commission.

Created by action of the NEA Representative Assembly in Boston, July 3, 1941, this Commission is now concluding its third year along the lines of its established objectives, namely, to bring to the public a fuller understanding and appreciation of the dependence of democracy upon a better education for all our people; to assist in securing adequate financial support for public education and to cooperate with state and local associations toward this end; to investigate charges against teachers, school systems, and education in general, and to defend them against unjust attacks; and to work for those teaching conditions essential to the preservation of American democracy.

Following are some of the major activities carried on by the Commission during the past year:

1. Continued activity in the campaign to secure federal financial aid for education. With the establishment of the NEA Division of Legislative and Federal Relations, effective December 15, 1943, the Commission was relieved of its major responsibility for the federal aid work in the twenty-four Northern and Eastern states but it has continued to lend all possible aid to the campaign.

2. Investigation of Mayor La Guardia's alleged interferences with the independence of the New York City Board of Education, at the request of the two major New York City teacher organizations, both NEA affiliates. Members of the investigating committee were: Ernest O. Melby, chancellor of the University of Montana; Orville C. Pratt, superintendent emeritus of the public schools of Spokane, Washington; Mabel Studebaker, president of the NEA Department of Classroom Teachers; and Donald DuShane, secretary of the Defense Commission. Judge Ernest E. Cole, former New York state commissioner of education, was retained as legal counsel for the committee. The report of the investigation was published on February 7, 1944.

3. Establishment of the Kate Frank Defense Committee in cooperation with the NEA Department of Classroom Teachers. Contributions to a Defense Fund of \$3600 or more are now being solicited. At the time of writing this report, the major part of this fund has been subscribed.

4. Further activities in the interest of increased salaries for teachers and toward greater public awareness of the serious shortage of teachers in this country.

5. Continued support of efforts for the establishment of an International Education Office.

6. Renewed emphasis on the Commission's pioneering demands for federal legislation making adequate provisions for the education of discharged service personnel, which legislation, at this time, is virtually certain.

⁵ Adopted by Representative Assembly, July 6, 1944.

7. The launching of a nationwide campaign to reduce racial, religious, and class intolerances thru a sound program of education. In this campaign the Commission is receiving the fullest possible support from many important, voluntary lay groups and organizations.

The Commission has received two grants of funds from the NEA War and Peace Fund to facilitate its work in certain areas affected by war conditions. The first of these grants is to make possible a broader program of cooperation with important lay groups in building an increased public appreciation of the importance of education and a greater public support for adequate financing of public education. The second strengthens the work of the Commission in the fields of teacher welfare and investigations.

Plans of the Defense Commission for the school year 1944-45 are briefly summarized as follows:

1. To cooperate with the NEA Division of Legislative and Federal Relations in the campaign for federal aid to education.
2. To intensify and broaden its program of winning increased public support for education.
3. To continue its efforts to publicize the alarming increase in the exploitation of child labor and in juvenile delinquency and to emphasize the role of the schools in combating these tendencies.
4. To continue its campaign to make every American understand that the continuance of our democracy during the postwar period may depend upon providing a fair deal and equality of opportunity for each citizen, irrespective of his race, religion, occupation, economic condition, or national origin.
5. To continue and to expand its efforts to protect teachers and school systems against unjust attacks.

NATIONAL COMMISSION ON SAFETY EDUCATION ⁶

The members of the Commission are: Henry H. Hill, Pittsburgh, Pa., *chairman*; Hanson H. Anderson, Indianapolis, Ind.; Albert Coates, Chapel Hill, N. C.; H. Louise Cottrell, East Orange, N. J.; Frank W. Cyr, New York, N. Y.; Kent Healey, New Haven, Conn.; Nellie Lind, Denver, Colo.; James W. Martin, Lexington, Ky.; Mrs. Gladys Simonds, Toledo, Ohio; Marion R. Trabue, State College, Pa.; Margaret R. Wallace, Washington, D. C.; and Roscoe L. West, Trenton, N. J. Robert W. Eaves is secretary of the Commission.

The personnel of the Commission includes representatives of classroom instruction, school administration, highway engineering, public administration, transportation, public finance, traffic engineering, and economics in all areas of education from the elementary school thru the university.

The initial meeting of the Commission was held in Washington, D. C., May 27, 28, and 29. Altho its program is only beginning, it is expected that the Commission will compile accident statistics, prepare instructional materials, advise on curriculum planning, and promote cooperative efforts of other groups in planning for safety.

The work of the Commission is made possible by a grant from the Automotive Safety Foundation.

⁶ Adopted by Representative Assembly, July 6, 1944.

NATIONAL COUNCIL OF EDUCATION ⁷

The members of the Executive Committee are: L. A. Pechstein, Cincinnati, Ohio, *president*; Edgar G. Doudna, Madison, Wis., *vicepresident*; Margaret Kiely, Flushing, N. Y., *secretary*; H. V. Holloway, Dover, Del.; Mrs. Edith B. Joynes, Norfolk, Va.; and A. L. Threlkeld, Montclair, N. J.

The work of the Council during the past year has been light in comparison with the prewar years. Neither the annual meeting in June nor the mid-winter meeting in February has been held. The membership of the Council has missed these inspiring program meetings.

The annual organization of membership of the Council was completed, with appointments made to the elected membership group, the NEA departmental representatives, and the other education association representatives. The membership of the Council will therefore be intact when it is ready to resume its regular labor.

The paper of Howard M. Bell of the American Junior Red Cross, prepared for the St. Louis meeting under the title "Youth and the Future," was printed and circulated to the membership and quite widely thruout the country.

The annual report on "Educational Issues of 1943 and the Task Ahead," the contribution for some years by Carter V. Good, University of Cincinnati, has just been published in *School and Society*. Reprints of this annual report have been widely distributed.

Officers of the National Council of Education have served in an advisory capacity to a number of committees and sections of the NEA, and some assistance has been rendered to national organizations working upon the questions relating to postwar curriculum changes. Such have been accessory and incidental, as there was found no place for independent research activities to be carried out by the Council.

NATIONAL COUNCIL ON TEACHER RETIREMENT ⁸

The members of the Executive Committee are: J. Y. Shambach, Harrisburg, Pa., *chairman*; R. T. Congdon, Albany, N. Y., *vicechairman*; Jennie Roch, New Orleans, La., *secretary-treasurer*; L. D. Burrus, Olympia, Wash.; Harry M. Howell, Los Angeles, Calif.; Carl Loining, Duluth, Minn.; and William H. MacGregor, Montgomery, Ala.

The activities of the Council are planned so that the following objectives may be achieved: (a) to safeguard and strengthen existing retirement systems, (b) to assist in any way practicable in the development of sound retirement plans in the few cities and states that lack such systems.

The activities during the year 1943-44 may be summarized as follows:

1. Preparation of a program for the Kansas City convention.
2. Cooperation with agencies and individuals interested in maintaining sound separate retirement systems so that they will not be merged with the social security program.

⁷ Adopted by Representative Assembly, July 6, 1944.

⁸ Adopted by Representative Assembly, July 6, 1944.

3. Compilation with the splendid cooperation of the NEA Research Division of the following publications: *Social Security and State Teacher Retirement Benefits* and *Statutory Analysis of Retirement Provisions for Teachers and Other School Employees*.

4. Provision for advice and aid for cities and states desiring assistance in the solution of retirement problems or the preparation of retirement laws.

Progress in teacher retirement legislation in the past year is shown by a new law in Mississippi enacted in February 1944. Provisions of the 1943 acts in Arizona, Georgia, Oklahoma, and Wyoming are given in the bulletin, *Statutory Analysis of Retirement Provisions for Teachers and Other School Employees*, listed earlier. This and other publications are made available without charge to committees working on retirement problems and legislation.

The Council recommends that the Association continue its support by appropriating \$5000 so that as much thereof as shall be necessary may be used to publish and disseminate written information and also give oral information when members of the Council are invited to go to areas lacking retirement systems to confer with committees desiring information regarding the development of such systems. After this allocation is approved by the Association, each delegate is urged to inform existing committees of the available assistance.

VI. EMERGENCY COMMITTEE

For purposes of meeting certain problems of the Association one emergency committee has been active during the current school year. Since this type of committee differs in organization and assignment from other committees a brief report has been placed at the end of this summary. The nature of the activities of the one emergency committee is indicated by the following paragraphs.

WAR AND PEACE FUND CAMPAIGN COMMITTEE

Members of the NEA War and Peace Fund Campaign Committee are: George D. Strayer, New York, N. Y., *chairman*; Mrs. Myrtle Hooper Dahl, Minneapolis, Minn.; Willard E. Givens, Washington, D. C.; Frederick M. Hunter, Eugene, Oreg.; Mrs. Edith B. Joynes, Norfolk, Va.; Richard B. Kennan, Augusta, Maine; W. Howard Pillsbury, Schenectady, N. Y.; Paul T. Rankin, Detroit, Mich.; F. L. Schlagle, Kansas City, Kans.; A. J. Stoddard, Philadelphia, Pa.; Willis A. Sutton, Atlanta, Ga.; W. W. Trent, Charleston, W. Va.; and Sarah L. Young, Oakland, Calif. Joy Elmer Morgan is campaign director.

The NEA War and Peace Fund Committee was continued into 1943-44 to complete the campaign which was begun in the spring of 1943. The Committee set up a goal of \$600,000 which was divided into state quotas on the basis of school support. One-third of the amount raised was to go to the various state associations and two-thirds to the national. At the Indian-

apolis meeting (summer 1943) a number of states were over the top and had made splendid records. Others had partly completed their campaigns and still others were planning campaigns for the fall and winter. A report showing the status of the campaign up to September 29, 1943, appeared in the 1943 *Proceedings*, pages 335-38. A similar report will appear in the 1944 *Proceedings*. The state of the campaign may be estimated from the fact that by May 1, 1944, the Association had received approximately \$270,000 as compared with the \$145,000 on June 25, 1943. This figure represents primarily the NEA's share of its quota of \$400,000, since most of the states deduct their portion of the fund before sending in returns.

The War and Peace Fund Committee met with the NEA Executive Committee in New York City, August 22, 1943, at which time it was felt that every state should be encouraged to continue its campaign and to raise the full quota. Therefore, Directors Letters have been continued at intervals to leaders in states not yet over the top, and a new folder, "Thanks to the NEA War and Peace Fund," has been issued.

As outlined in Directors Letters 19, 21, and 22, the Fund has been used to strengthen the work of the Legislative, Policies, and Defense Commissions; to conduct nationwide campaigns to improve teachers' salaries; to keep present teachers on the job; and to recruit worthy candidates for teacher preparation.

Far beyond the money raised and the splendid records made by many of the states has been the influence of the campaign in awakening the profession to a new sense of opportunity and responsibility. The campaign has helped to lay the foundation for increased membership and for the development of the five-year plan looking toward one united association.

ASSOCIATIONAL RECORDS AND INFORMATION

Charter

1857—1870

THE NATIONAL TEACHERS ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE
UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz.:

List of	Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansing, of
Incorporators	Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews,
	of Arizona; John H. Hinemon, George B. Cook, of Arkansas;
	Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron
	Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of
	Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson; William T.
	Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of
	Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley
	Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R.
	Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of
	Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm,

of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, of the Library; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

Purpose and
Departments

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this Act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

Powers of
Corporation

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or
Property To Be invested for educational purposes aforesaid, or to produce
Tax-Exempt income to be used for such purposes, shall be exempt from taxation; *provided, however,* That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further,* That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

Members SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Officers SEC. 6. (a) The officers of the corporation shall be a president, one or more vicepresidents, a secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

**Additional
Boards, Coun-
cils, Commit-
tees, and
Officers** (b) Except as limited by this Act, as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

**Board of
Trustees** SEC. 7. (a) The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

**Permanent
Fund** (b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in the *Journal of the National Education Association* at least two months prior to the meeting of the Representative Assembly.

(c) The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the bylaws of the corporation shall otherwise provide.

(d) The Board of Trustees shall elect the secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Election of
Secretary

SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided*, That the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

Office of
Corporation

SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this Act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this Act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this Act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this Act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further*, That in the event of the failure of the Association to accept the charter granted by this Act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Acceptance of
This Charter

SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this Act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this Act.

Rights of
Creditors

Amendments to Charter SEC. 11. That Congress may from time to time alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Creation of Representative Assembly SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original Act of Incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Bylaws

*As Amended at the Annual Business Meeting of the Representative Assembly,
Pittsburgh, July 1944*

ARTICLE I—MEMBERSHIP

Membership Defined SECTION 1. The membership of the National Education Association shall consist of four classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed; *provided, however*, That no person shall be admitted or continued in membership in the NEA who advocates or who is a member of an organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

Obligations and Privileges SEC. 3. The dues of an active member shall be \$3, effective beginning 1945-46, or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of \$3, effective beginning 1945-46, shall be entitled to receive the *Journal*. Those who pay annual dues of \$5 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

SEC. 4. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Life
Directors

SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Associate
Members

SEC. 6. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Corresponding
Members

SEC. 7. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be \$5, which shall entitle the institution to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*. A special Institutional Membership shall be available to the above-named institutions for a fee of \$2. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Institutional
Members

SEC. 8. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association.

Right To Vote

SEC. 9. The Representative Assembly shall be composed of the president, twelve vicepresidents, the executive secretary, and treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations as provided in the bylaws.

Representative
Assembly

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a president, a first vice-president, eleven other vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

(b) The Board of Directors shall consist of the president, the first vice-president, the treasurer, the chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, *provided, however,* that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the term of three years or until their suc-

Officers, Direc-
tors, Trustees,
and Committees

cessors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

(c) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, the District of Columbia, and the territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.

(d) The Executive Committee shall consist of nine members as follows: The president of the Association, the junior past presidents, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(e) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the president of the Association who shall be a member *ex officio* during his term of office. (See Act of Incorporation, section 7, first paragraph, first sentence.)

(f) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected, and governed as hereinafter provided.

SEC. 2. The state teachers association or educational association of a state, territory, or district may become affiliated with the National Education Association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated state association shall be \$10. Said association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued.

SEC. 3. A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. Each affiliated organization shall be designated an affiliated local association.

Affiliated Local Associations All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5 which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued; *provided, however,* That any affiliated local association within a state, territory, or district in which the National Education Association membership comprises 100 percent of

all the possible members of such administrative unit shall be entitled to all privileges of any other affiliated local association without the payment of any fee.

SEC. 4. Each affiliated association, both state and local, shall be furnished a certificate of membership.

SEC. 5. Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state delegates.

State Delegates

SEC. 6. Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

Local Delegates

SEC. 7. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.

Selection of Delegates

SEC. 8. The president, the twelve vicepresidents, the executive secretary, and treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

Ex-Officio Delegates

SEC. 9. Delegates shall file their credentials with the executive secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The executive secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying some part of the expenses of delegates to the annual business meeting of the Association.

Delegates; Credentials; Voting; Freedom of Floor

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these bylaws, and standing rules, and in addition such duties as usually devolve upon the chief executive of such an association. In the absence of the president, the first vicepresident shall preside. In the absence of the president and the first vicepresident, a chairman pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the president of the Council and the heads of the several departments and to make such recommendations in regard to the program of the Council and the several departments as will, in his opinion, promote the interest of the annual meeting.

Duties of the President

The president shall be a member ex officio of the Board of Trustees and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall be known as the junior past president and shall serve on the Executive Committee for the term of one year.

Duties of Vicepresidents SEC. 2. (a) The first vicepresident shall serve as a member of the Executive Committee. In case the office of president becomes vacant, the first vicepresident shall become president and shall assume the duties and authority of the office.

(b) The other vicepresidents shall serve as assistants to the president for such services as may be required of them.

Duties of the Executive Secretary SEC. 3. The executive secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws, and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the president.

Duties of the Treasurer SEC. 4. The treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the executive secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; and shall pay the same only upon the order of the Board of Trustees.

SEC. 5. (a) The Board of Directors when in session shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years and two members of the Executive Committee for one year. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of directors shall be elected trustees. (See Act of Incorporation, section 7, first paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws and standing rules. (See Act of Incorporation, section 7, second paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation, these bylaws, and standing rules may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect correspond-

ing members as prescribed in Section 6 of Article I of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the president or the executive secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the executive secretary, the treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

**Duties of the
Board of
Directors**

(f) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the president or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 6. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the National Council or by the active members of the National Education Association or by any of its departments; it shall recommend the amount of money to be appropriated for such investigations. When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the reports of the executive secretary, the treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the president of the Association.

**Duties of
Executive
Committee**

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws. Except as otherwise provided, the Executive Committee shall determine the rank of the vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

SEC. 7. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the executive secretary and treasurer bonds in such amounts as may be determined by said Board for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

**Further Duties
of Trustees**

(b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the treasurer for the payment of all bills approved by the Board of Directors, or by the president and executive secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)

(c) The Board of Trustees shall elect the executive secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—THE NATIONAL COUNCIL OF EDUCATION

Function of National Council SECTION 1. The National Council of Education shall discuss educational questions of public and professional interest; propose to the Executive Committee, from time to time, suitable subjects for investigation and research; have a report made at its annual meeting on "Educational Progress during the Past Year"; and in other ways use its best efforts to further the objects of the Association and to promote the cause of education in general.

Membership SEC. 2. The National Council of Education shall consist of not less than 120, nor more than 200, members to be selected as provided by its bylaws.

Time of Meeting SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.

Loss of Membership SEC. 4. The absence of a regular member from two successive annual meetings of the Council shall be considered equivalent to his resignation of membership. Persons whose regular membership in the Council has expired shall be denominated honorary members of the Council during the time of their active membership in the Association with the privilege of attending the regular sessions of the Council and participating in its discussions. A member who discontinues or forfeits his active membership in the Association forfeits his membership in the Council.

Council Officers SEC. 5. The officers of the Council shall consist of a president, a vicepresident, a secretary, and such standing committees as may be prescribed by its bylaws, all of whom shall be regular members of the Council. The secretary of the Council shall, in addition to performing the duties pertaining to his office, furnish the executive secretary of the Association a copy of the proceedings of the Council for publication.

Bylaws and Powers of Council SEC. 6. The National Council of Education is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

SEC. 7. The powers and duties of the Council may be changed or the Council abolished upon a two-thirds vote of the Representative Assembly taken at the annual meeting of the Association; *provided*, That notice of the proposed action has been given at the preceding annual business meeting of the Association.

ARTICLE V—DEPARTMENTS

SECTION 1. The following departments are now (1944) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Educators National Conference; fifth, of Secondary Teachers; sixth, of Business Education; seventh, of American Association for Health, Physical Education, and Recreation; eighth, of Science Teachers; ninth, of Rural Education; tenth, of Classroom Teachers; eleventh, of Deans of Women; twelfth, of Adult Education; thirteenth, of Elementary School Principals; fourteenth, of Visual Instruction; fifteenth, of Social Studies; sixteenth, of Teachers Colleges; seventeenth, of Lip Reading; eighteenth, of Secondary-School Principals; nineteenth, of Supervision and Curriculum Development; twentieth, of Educational Research; twenty-first, of International Council for Exceptional Children; twenty-second, of Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education; twenty-fifth, of Teachers of Speech; twenty-sixth, of Garden Education; twenty-seventh, of Journalism Directors; twenty-eighth, of American Industrial Arts; twenty-ninth, of Higher Education. There is also the National Council of Education.

SEC. 2. Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department; *provided*, Active members of the Association, and no others, shall be eligible to such department membership; and *provided also*, That all active members of the Association shall be permitted to attend the professional programs and discussions of any department.

Members of
Departments

SEC. 3. Each department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws and standing rules or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

Department
Meetings

SEC. 4. The object of the meetings of the departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the president of the Association. Each department shall be limited to two sessions, with formal programs, unless otherwise ordered by the president of the Association, except that a third session of business or informal round table conference may be held at the discretion of the department officers.

Object of
Department
Meetings

SEC. 5. The officers of each department shall consist of a president, a vice-president, a secretary, and such other officers as may be deemed necessary by the department, who shall be elected at the last formal session of the department to serve for the term of office specified in the regulations of the department and until their successors are duly elected; and who shall at the time of their election, be active meml ers of the Association. Each department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of president of any department, it shall be filled by appointment made by the Executive Committee of the department. Any other departmental vacancy shall be filled by appointment made by the president of the department.

Officers of
Departments

SEC. 6. The secretary of each department shall, in addition to performing the duties usually pertaining to his office, furnish to the executive secretary of the

Department Headquarters Association a copy of the proceedings of the meetings of the department for publication. No department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

Rights of Departments SEC. 7. All departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

How Established SEC. 8. Upon the recommendation of the Board of Directors a new department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided*, That a written application for said department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the department is proposed to be established; *provided*, That no group shall be admitted to departmental status until it shall have held constructive meetings for at least three successive years.

A department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided*, That announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any department. Upon the recommendation of the Board of Directors a department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

Fees for Department Members SEC. 9. Any department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the executive secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

SEC. 10. Each department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE VI—COMMITTEES

Bylaws and Rules SECTION 1. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the president as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee; one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the president shall appoint one member to serve for five years. All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly

from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the executive secretary, or the president of the Association.

SEC. 2. In all standing committees, the president shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

ARTICLE VII—MEETINGS

SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

Meetings To
Be Held
Annually

SEC. 2. The corporation shall hold an annual meeting at such time and place as the Board of Directors may designate; *provided, however,* That during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

ARTICLE VIII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the Council, of the departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided,* That such publication has been approved and the money therefor appropriated by the Board of Directors.

Publication of
Proceedings

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the departments in the absence of the author, without the approval of the president of the Association, or of the president of the department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

Absence of
Author

ARTICLE IX—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

Quorum

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 6, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

ARTICLE XI—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the executive secretary he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

Standing Rules

MEMBERSHIP

Membership Year	Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.
Time and Place of Payment of Dues	Rule 2. The annual dues of members shall be sent to the executive secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.
Membership Card	Rule 3. The executive secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. Arrangements may be made with local and state affiliated associations for the issuance of a conclusive membership card, or insignia, or both, on a voluntary basis.

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Rule 4. (a) At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: president, vicepresidents, treasurer, and the two members of the Executive Committee to be elected by the delegates. Candidates for said offices shall be nominated from the floor upon roll call of the states.

Nominations

(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors, except any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the NEA as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors. Any person to qualify to serve as director shall have been an active member with dues paid in the National Education Association and in a state, or district, or territory, and a local association, if organized, for a three-year period immediately preceding the election; *provided, however,* That the requirement of membership in a state association for a candidate for director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the delegates present from that state. Only delegates who are active members of the National Education Association and whose dues have been paid in a state, or district, or territory, or a local association, if organized, respectively, shall have the right to vote for such directors.

Qualifications of Directors

(c) On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 3 P. M., at such place or places as the president of the Association shall designate. The candidates for president, first vicepresident, treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven other candidates for the office of vicepresident receiving the highest number of votes shall be declared elected. The president of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

Election of Officers

Rule 5. Each affiliated association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The executive secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

Relationship: National, State, and Local

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The executive secretary shall receive or collect all moneys due the Association and pay the same each month to the treasurer. He shall countersign all bills approved for payment by the Board of Directors or by the Executive Committee acting under the authority of the Board of Directors or by the president acting under authority of the Board of Directors or of the Executive Committee.

Duties of the Executive Secretary He shall countersign checks drawn by the treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the treasurer for the payment of expenses set forth in the budget adopted by the

Representative Assembly. The executive secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association. The executive secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors.

OTHER DUTIES OF TREASURER

Rule 7. The treasurer shall notify the president of the Association and the chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May

Duties of the Treasurer each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting

held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

COMMITTEES

Rule 8. The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

Rule 9. Not later than five months before the end of the fiscal year, the president shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a trustee or a director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the president transmitting the same as pro-

vided in Rule 14; and the Committee shall report its findings to the Board of Directors.

Rule 10. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the president of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology.

Delegates Meet
by States

Rule 11. The Committee on Credentials shall receive the official list of delegates from the executive secretary and report thereon to the Representative Assembly.

Credentials

Rule 12. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the president. Some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Resolutions

Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Necrology

Rule 14. Within thirty (30) days prior to the time of the annual meeting of the Association, the president shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the executive secretary, the treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the president not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Examination
of Accounts

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) The annual business meeting of the Representative Assembly shall begin at 9 A. M., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The executive secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

Meetings of
Assembly,
Directors, and
Trustees

MEETING OF NEW BOARD OF DIRECTORS

(b) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

MEETING OF BOARD OF TRUSTEES

(c) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the trustees may be called by the chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the secretary thereof.

NATIONAL EDUCATIONAL ASSOCIATION

NOW KNOWN AS THE

NATIONAL EDUCATION ASSOCIATION OF THE
UNITED STATES

CERTIFICATE

of Acceptance of Charter and Adoption of Bylaws under the Act of Congress approved June 30, 1906.

We, the undersigned, Nathan C. Schaeffer, the presiding officer, and Irwin Shepard, the Secretary of the meeting of the National Educational Association held at Los Angeles, California, on the 10th day of July, 1907, said meeting being the annual meeting of the Association held next after the passage of an act of Congress entitled "An Act To Incorporate the National Education Association of the United States,"

Do hereby certify, that at said meeting held pursuant to due notice, a quorum being present, the said Association adopted resolutions of which true copies are hereto attached, and accepted the charter of the National Education Association of the United States, granted by said act of Congress, and adopted bylaws as provided in said act and selected officers; and the undersigned pursuant to said resolutions,

Do hereby certify that the National Education Association of the United States has duly accepted said charter granted by said act of Congress, and adopted bylaws, and is the lawful successor to the National Educational Association.

In witness whereof, we have hereunto signed our names this 20th day of August, 1907.

NATHAN C. SCHAEFFER, *Presiding Officer*
IRWIN SHEPARD, *Secretary*

VERIFICATION

RESOLUTIONS ADOPTED BY THE ACTIVE MEMBERS, JULY 10, 1907

1. *Resolved*, That the National Educational Association hereby accepts the charter granted by an act of Congress entitled "An Act To Incorporate the National Education Association of the United States," passed June 30, 1906, and that the President and Secretary of this meeting be authorized and directed to execute and file with the Recorder of Deeds of the District of Columbia a verified certificate showing the acceptance by the Association of the charter granted by said act.

2. *Resolved*, That the proposed bylaws of which notice was given at the annual meeting of the Association held on July 6, 1905, which are printed in full in the Journal of said meeting, be and the same are hereby adopted to take effect immediately.

3. *Resolved*, That the Association adopt as its corporate seal a circle containing the title "National Education Association of the United States," and the dates "1857-1907."

4. *Resolved*, That the Association do now proceed to elect officers, and to organize under the charter granted by the act of Congress.

Filed in the office of the Recorder of Deeds of the District of Columbia, September 4, 1907.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

1857—PHILADELPHIA, PA. (Organized)

JAMES L. ENOS, Chairman
W. E. SHELDON, Secretary

1858—CINCINNATI, OHIO

Z. RICHARDS, President
J. W. BUCKLEY, Secretary
A. J. RICKOFF, Treasurer

1859—WASHINGTON, D. C.

A. J. RICKOFF, President
J. W. BUCKLEY, Secretary
C. S. PENNELL, Treasurer

1860—BUFFALO, N. Y.

J. W. BUCKLEY, President
Z. RICHARDS, Secretary
O. C. WIGHT, Treasurer

1861, 1862—No session

1863—CHICAGO, ILL.

JOHN D. PHILBRICK, President
JAMES CRUICKSHANK, Secretary
O. C. WIGHT, Treasurer

1864—OGDENSBURG, N. Y.

W. H. WELLS, President
DAVID N. CAMP, Secretary
Z. RICHARDS, Treasurer

1865—HARRISBURG, PA.

S. S. GREENE, President
W. E. SHELDON, Secretary
Z. RICHARDS, Treasurer

1866—INDIANAPOLIS, IND.

J. P. WICKERSHAM, President
S. H. WHITE, Secretary
S. P. BATES, Treasurer

1867—No session

1868—NASHVILLE, TENN.

J. M. GREGORY, President
L. VAN BOKKELEN, Secretary
JAMES CRUICKSHANK, Treasurer

1869—TRENTON, N. J.

L. VAN BOKKELEN, President
W. E. CROSBY, Secretary
A. L. BARBER, Treasurer

1870—CLEVELAND, OHIO

DANIEL B. HAGAR, President
A. P. MARBLE, Secretary
W. E. CROSBY, Treasurer

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

1871—ST. LOUIS, MO.

J. L. PICKARD, President
W. E. CROSBY, Secretary
JOHN HANCOCK, Treasurer

1872—BOSTON, MASS.

E. E. WHITE, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer

1873—ELMIRA, N. Y.

B. G. NORTHRUP, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer

1874—DETROIT, MICH.

S. H. WHITE, President
A. P. MARBLE, Secretary
JOHN HANCOCK, Treasurer

1875—MINNEAPOLIS, MINN.

W. T. HARRIS, President
M. R. ABBOTT, Secretary
A. P. MARBLE, Treasurer

1876—BALTIMORE, MD.

W. F. PHELPS, President
W. D. HENKLE, Secretary
A. P. MARBLE, Treasurer

1877—LOUISVILLE, KY.

M. A. NEWALL, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer

1878—No session

1879—PHILADELPHIA, PA.

JOHN HANCOCK, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer

1880—CHAUTAUQUA, N. Y.

J. ORMOND WILSON, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer

1881—ATLANTA, GA.

JAMES H. SMART, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer

1882—SARATOGA SPRINGS, N. Y.

G. J. ORR, President
W. E. SHELDON, Secretary
H. S. TARBELL, Treasurer

1883—SARATOGA SPRINGS, N. Y.

E. T. TAPPAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer

1884—MADISON, WIS.

THOMAS W. BICKNELL, President
H. S. TARBELL, Secretary
N. A. CALKINS, Treasurer

1885—SARATOGA SPRINGS, N. Y.

F. LOUIS SOLDAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer

1886—TOPEKA, KANS.

N. A. CALKINS, President
W. E. SHELDON, Secretary
E. C. HEWETT, Treasurer

1887—CHICAGO, ILL.

W. E. SHELDON, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1888—SAN FRANCISCO, CALIF.

AARON GOVE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1889—NASHVILLE, TENN.

ALBERT P. MARBLE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1890—ST. PAUL, MINN.

J. H. CANFIELD, President
W. R. GARRETT, Secretary
E. C. HEWETT, Treasurer

1891—TORONTO, ONT.

W. R. GARRETT, President
E. H. COOK, Secretary
J. M. GREENWOOD, Treasurer

1892—SARATOGA SPRINGS, N. Y.

E. H. COOK, President
R. W. STEVENSON, Secretary
J. M. GREENWOOD, Treasurer

1893—CHICAGO, ILL.

(International Congress of
Education)ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer

1894—ASBURY PARK, N. J.

ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer

1895—DENVER, COLO.

NICHOLAS MURRAY BUTLER, President
IRWIN SHEPARD, Secretary
I. C. MCNEILL, Treasurer

- 1896—BUFFALO, N. Y.
 NEWTON C. DOUGHERTY, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1897—MILWAUKEE, WIS.
 CHARLES R. SKINNER, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1898—WASHINGTON, D. C.
 J. M. GREENWOOD, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1899—LOS ANGELES, CALIF.
 E. ORAM LYTE, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1900—CHARLESTON, S. C.
 OSCAR T. CORSON, President
 IRWIN SHEPARD, Secretary
 CARROLL G. PEARSE, Treasurer
- 1901—DETROIT, MICH.
 JAMES M. GREEN, President
 IRWIN SHEPARD, Secretary
 L. C. GREENLEE, Treasurer
- 1902—MINNEAPOLIS, MINN.
 WILLIAM M. BEARDSHEAR, President
 IRWIN SHEPARD, Secretary
 CHARLES H. KEYES, Treasurer
- 1903—BOSTON, MASS.
 CHARLES W. ELIOT, President
 IRWIN SHEPARD, Secretary
 W. M. DAVIDSON, Treasurer
- 1904—ST. LOUIS, MO.
 JOHN W. COOK, President
 IRWIN SHEPARD, Secretary
 McHENRY RHODES, Treasurer
- 1905—ASBURY PARK AND OCEAN GROVE, N. J.
 WILLIAM H. MAXWELL, President
 IRWIN SHEPARD, Secretary
 JAMES W. CRABTREE, Treasurer
- 1906—No session
- 1907—LOS ANGELES, CALIF.
 NATHAN C. SCHAEFFER, President
 IRWIN SHEPARD, Secretary
 J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1908—

- 1908—CLEVELAND, OHIO
 EDWIN G. COOLEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1909—DENVER, COLO.
 LORENZO D. HARVEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1910—BOSTON, MASS.
 JAMES Y. JOYNER, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1911—SAN FRANCISCO, CALIF.
 ELLA FLAGG YOUNG, President
 IRWIN SHEPARD, Secretary
 DURAND W. SPRINGER, Treasurer
- 1912—CHICAGO, ILL.
 CARROLL G. PEARSE, President
 IRWIN SHEPARD, Secretary
 KATHERINE D. BLAKE, Treasurer
- 1913—SALT LAKE CITY, UTAH
 EDWARD T. FAIRCHILD, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1914—ST. PAUL, MINN.
 JOSEPH SWAIN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1915—OAKLAND, CALIF.
 DAVID STARR JORDAN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1916—NEW YORK, N. Y.
 DAVID B. JOHNSON, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1917—PORTLAND, OREG.
 ROBERT J. ALEY, President
 DURAND W. SPRINGER, Secretary
 THOMAS E. FINEGAN, Treasurer
- 1918—PITTSBURGH, PA.
 MARY C. C. BRADFORD, President
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1919—MILWAUKEE, WIS.
 GEORGE D. STRAYER, President
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1920—SALT LAKE CITY, UTAH
 JOSEPHINE CORLISS PRESTON, Pres.
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1921—DES MOINES, IOWA
 FRED M. HUNTER, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1922—BOSTON, MASS.
 CHARL ORMOND WILLIAMS, Pres.
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1923—OAKLAND-SAN FRANCISCO
 WILLIAM B. OWEN, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1924—WASHINGTON, D. C.
 OLIVE M. JONES, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1925—INDIANAPOLIS, IND.
 JESSE H. NEWLON, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1926—PHILADELPHIA, PA.
 MARY McSKIMMON, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1927—SEATTLE, WASH.
 FRANCIS G. BLAIR, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1928—MINNEAPOLIS, MINN.
 CORNELIA S. ADAIR, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1929—ATLANTA, GA.
 UEL W. LAMKIN, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1930—COLUMBUS, OHIO
 E. RUTH PYRTLE, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1931—LOS ANGELES, CALIF.
 WILLIS A. SUTTON, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1932—ATLANTIC CITY, N. J.
 FLORENCE HALE, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1933—CHICAGO, ILL.
 JOSEPH ROSIER, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer

- 1934—WASHINGTON, D. C.
JESSIE GRAY, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1935—DENVER, COLO.
HENRY LESTER SMITH, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1936—PORTLAND, OREG.
AGNES SAMUELSON, President,
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1937—DETROIT, MICH.
ORVILLE C. PRATT, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1938—NEW YORK, N. Y.
CAROLINE S. WOODRUFF, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1939—SAN FRANCISCO, CALIF.
REUBEN T. SHAW, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1940—MILWAUKEE, WIS.
AMY H. HINRICHS, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1941—BOSTON, MASS.
DONALD DUSHANE, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1942—DENVER, COLO.
MYRTLE HOOPER DAHL, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1943—INDIANAPOLIS, IND.
(Representative Assembly only)
A. C. FLORA, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer
- 1944—PITTSBURGH, PA.
(Representative Assembly)
EDITH B. JOYNES, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE
UNITED STATES

Officers, 1943-44

MRS. EDITH B. JOYNES.....President.....Principal, Gatewood School, Norfolk, Va.
WILLARD E. GIVENS.....Executive Secretary...1201 Sixteenth St., N.W., Washington 6, D. C.
WILLIAM G. CARR.....Associate Secretary...1201 Sixteenth St., N.W., Washington 6, D. C.
J. W. CRABTREE.....Secretary Emeritus.....1304 Euclid St., Washington, D. C.
B. F. STANTON.....Treasurer.....232 Vincent Blvd., Alliance, Ohio

HONORARY PRESIDENTS

JOHN DEWEY.....Professor Emeritus of Philosophy.....Columbia University,
New York, N. Y.
MRS. SUSAN M. DORSEY.....1506 Arapahoe St., Los Angeles, Calif.

EXECUTIVE COMMITTEE

MRS. EDITH B. JOYNES.....President
A. C. FLORAJunior Past-President.....Superintendent of Schools, Columbia, S. C.
HAROLD W. SMITH.....First Vicepresident.....Superintendent of Schools, Glendale, Ariz.
JOSEPH H. SAUNDERS.....Chairman, Board of Trustees.....Superintendent of Schools,
Newport News, Va.
B. F. STANTON.....Treasurer
LEONARD L. BOWMAN.....Viceprincipal, High School, Santa Barbara, Calif.
GLENN E. SNOW.....President, Dixie Junior College, Saint George, Utah
EMILY A. TARBELL.....235 Glenwood Ave., Syracuse, N. Y.
JOHN W. THALMAN.....Superintendent, Township Secondary Schools, Waukegan, Ill.

BOARD OF TRUSTEES

JOSEPH H. SAUNDERS.....Chairman
MRS. EDITH B. JOYNES.....President
EDGAR G. DOUDNA.....Vicechairman.....Board of Normal School Regents, Madison, Wis.
MYRTLE HOOPER DAHL.....RFD 1, Casco Point, Wayzata, Minn.
FLORENCE HALE.....Secretary....Editor, *The Grade Teacher*, P. O. Box 873, Darien, Conn.

VICEPRESIDENTS

HAROLD W. SMITH.....	First Vicepresident
GEORGE A. BOWMAN.....	Superintendent of Schools, Youngstown, Ohio
KATE FRANK.....	222 North 17th, Muskogee, Okla.
R. MINNIE GARFF.....	980 Hollywood Ave., Salt Lake City, Utah
ELMER H. GARINGER.....	Principal, Central High School, Charlotte, N. C.
RICHARD BARNES KENNAN.....	Executive Secretary, Maine Teachers Association, Augusta, Maine
M. P. MOE.....	Executive Secretary, Montana Education Association, Helena, Mont.
E. R. MOULTON.....	Superintendent of Schools, Lindale, Ga.
THOMAS C. PRINCE.....	Superintendent of Schools, Knoxville, Tenn.
GROVER STOUT.....	Principal, Wingert School, Detroit, Mich.
HARRY WESSELS.....	Principal, Nathan Hale Junior High School, New Britain, Conn.
FRANK E. WEYER.....	Dean, Hastings College, Hastings, Nebr

BOARD OF DIRECTORS

MRS. EDITH B. JOYNES, President	Norfolk, Va.
HAROLD W. SMITH, First Vicepresident.....	Glendale, Ariz.
B. F. STANTON, Treasurer.....	Alliance, Ohio
JOSEPH H. SAUNDERS, Chairman, Board of Trustees.....	Newport News, Va.

Life Directors

BOARD OF EDUCATION.....	Nashville, Tenn.
ILLINOIS STATE TEACHERS ASSOCIATION.....	Springfield, Ill.
TEACHERS INSTITUTE.....	Philadelphia, Pa.

State Directors

Date indicates year term expires

Alabama	H. G. GREER, Superintendent, Monroe County Schools	Monroeville (1946)
Alaska	GEORGE BECK, Superintendent of Schools.....	Petersburg (1946)
Arizona	ALICE VAIL, High School.....	Tucson (1945)
Arkansas	W. F. HALL, State Department of Education.....	Little Rock (1945)
California	MRS. LOUISE BEVER GRIDLEY, 1839 San Ramon Avenue	Berkeley (1945)
Colorado	W. B. MOONEY, Executive Secretary, Colorado Education Association	Denver (1946)
Connecticut	ALBERT MERRIAM, 1032 Chapel Street.....	New Haven (1945)
Delaware	H. V. HOLLOWAY, State Superintendent of Public Instruction	Dover (1946)
District of Columbia.....	MRS. MARY S. RESH, Principal, Dennison Vocational School	Washington (1944)
Florida	C. MARGUERITE MORSE, Clearwater High School....	Clearwater (1945)
Georgia	M. D. COLLINS, State Superintendent of Schools.....	Atlanta (1944)
Hawaii	JAMES R. McDONOUGH, Executive Secretary, Hawaii Education Association	Honolulu (1945)
Idaho	W. W. CHRISTENSEN, Superintendent of Schools...	Idaho Falls (1946)
Illinois	JOHN W. THALMAN, Superintendent, Township Secondary Schools	Waukegan (1944)
Indiana	L. V. PHILLIPS, Principal, Lincoln High School....	Vincennes (1944)
Iowa	GERALD W. KIRN, Abraham Lincoln High School	Council Bluffs (1945)
Kansas	F. L. SCHLAGLE, Superintendent of Schools.....	Kansas City (1944)
Kentucky	R. E. JAGGERS, State Department of Education....	Frankfort (1944)
Louisiana	L. P. TERREBONNE, Labuave Avenue.....	Plaquemine (1946)
Maine	LINWOOD J. KELLEY, Principal, Lewiston High School	Lewiston (1945)
Maryland	EUGENE W. PRUITT, County Superintendent of Schools	Frederick (1946)
Massachusetts	EVERETT J. McINTOSH, 62 Front Street.....	Weymouth (1946)
Michigan	ERNEST GIDDINGS, 2127 College S. E.....	Grand Rapids (1946)
Minnesota	ALICE M. MCCARTHY, 170 East Fourth St.....	Winona (1946)
Mississippi	H. V. COOPER, Superintendent of Schools.....	Vicksburg (1944)
Missouri	EVERETT KEITH, Executive Secretary, Missouri State Teachers Association	Columbia (1944)
Montana	M. P. MOE, Executive Secretary, Montana Education Association	Helena (1945)

Nebraska	PEARL DONOHO, 3518 Burt Street.....	Omaha (1946)
Nevada	C. LAYTON GALBRAITH, Superintendent of Schools.....	McGill (1944)
New Hampshire	DANIEL W. MACLEAN, Headmaster, High School.....	Berlin (1945)
New Jersey	LELIA O. BROWN, 525 Clifton Avenue.....	Newark (1944)
New Mexico	R. J. MULLINS, Executive Secretary, New Mexico Educational Association	Santa Fe (1945)
New York	MRS. MARGUERITE WELCH, 165 Searlwyn Rd.....	Syracuse (1944)
North Carolina	ETHEL PERKINS, Box 49.....	Lexington (1946)
North Dakota	F. RAY ROGERS, Superintendent of Schools.....	Carrington (1944)
Ohio	HELEN BRADLEY, 2401 Salutaris.....	Cincinnati (1944)
Oklahoma	MRS. D. EDNA CHAMBERLAIN, 1339 South Norfolk.....	Tulsa (1945)
Oregon	MARIE LESSING, 3043 N. E. 35th Ave.....	Portland (1945)
Pennsylvania	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association.....	Harrisburg (1944)
	MABEL STUDEBAKER, 426 East Tenth St.....	Erie (1945)
Puerto Rico	FRANCISCO RODRIGUEZ-LOPEZ, 30 Vallejo Street...	Rio Peidras (1944)
Rhode Island	JAMES F. ROCKETT, State Director of Education...	Providence (1946)
South Carolina	S. DAVID STONEY, Bennett School.....	Charleston (1944)
South Dakota	H. G. MOSBY, Field Secretary, SDEA.....	Sioux Falls (1944)
Tennessee	WILSON NEW, Principal, Stair Technical High School	Knoxville (1945)
Texas	AVIS K. ROBERSON, Acting, 2224 Wetherbee.....	Fort Worth (1946)
Utah	JOHN T. WAHLQUIST, University of Utah.....	Salt Lake City (1944)
Vermont	JOSEPH A. WIGGIN, Principal, High School.....	Brattleboro (1946)
Virginia	MRS. ELEANOR P. ROWLETT, 4828 West Seminary Avenue	Richmond (1946)
Washington	JOHN R. RUSHING, 343 East 52nd St.....	Seattle (1945)
West Virginia	W. W. TRENT, State Superintendent of Free Schools..	Charleston (1945)
Wisconsin	GEORGE R. RANKIN, 1315 South 30th St.....	Milwaukee (1946)
Wyoming	CLYDE W. KURTZ, Superintendent of Schools, District No. 1	Evanston (1945)

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M. Lillian McSorley	Lewis-Clark Hotel, Lewiston, Idaho
Mrs. W. C. Ray	Superintendent of Schools, Shelbyville, Ky.
D. D. Shelby	Greenwood High School, Greenwood, La.
Calvin Stanley	Box 129, Norwich, Conn.
Alvin Vandermaast	2523 West 77th St., Inglewood, Calif.
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Alaska	Sara J. Fernald, Box 557	Sitka (1946)
Arizona	Alice L. Vail, High School	Tucson (1945)
Arkansas	W. F. Hall, State Department of Education	Little Rock (1945)
California	Mrs. Louise Beyer Gridley, 1839 San Ramon Ave.	Berkeley (1945)
	Leland M. Pryor, 1829 San Pasqual	Pasadena (1947)
Colorado	Craig P. Minear, Executive Secretary, Colorado Education Association	Denver (1946)
Connecticut	Albert Merriam, 1032 Chapel St.	New Haven (1945)
Delaware	H. V. Holloway, State Superintendent of Public Instruction	Dover (1946)
District of Columbia	Mrs. Mary S. Resh, Principal, Dennison Vocational School	Washington (1947)
Florida	C. Marguerite Morse, Clearwater High School	Clearwater (1945)
Georgia	M. D. Collins, State Superintendent of Schools	Atlanta (1947)
Hawaii	James R. McDonough, Executive Secretary, Hawaii Education Association	Honolulu (1945)
Idaho	W. W. Christensen, Superintendent of Schools	Idaho Falls (1946)
Illinois	Susan Scully, 6410 Woodlawn Ave.	Chicago (1947)
Indiana	L. V. Phillips, Principal, Lincoln High School	Vincennes (1947)
Iowa	Gerald W. Kirn, Abraham Lincoln High School	Council Bluffs (1945)
Kansas	F. L. Schlagle, Superintendent of Schools	Kansas City (1947)
Kentucky	Richard E. Jagers, State Department of Education	Frankfort (1947)
Louisiana	L. P. Terrebonne, Labuave Ave.	Plaquemine (1946)
Maine	Linwood J. Kelley, Principal, Lewiston High School	Lewiston (1945)
Maryland	Eugene W. Pruitt, County Superintendent of Schools	Frederick (1946)
Massachusetts	Everett J. McIntosh, 62 Front St.	Weymouth (1946)
Michigan	Ernest Giddings, 2127 College S. E.	Grand Rapids (1946)
Minnesota	Herbert R. Peterson, East Junior High School	Duluth (1946)
Mississippi	H. V. Cooper, Superintendent of Schools	Vicksburg (1947)
Missouri	Grace Riggs, 1844 Claremont	Independence (1947)
Montana	M. P. Moe, Executive Secretary, Montana Education Association	Helena (1945)
Nebraska	Pearl Donoho, 3518 Burt St.	Omaha (1946)
Nevada	Dwight F. Dilts, Executive Secretary, Nevada Educational Association	Carson City (1947)
New Hampshire	Daniel W. MacLean, Headmaster, High School	Berlin (1945)
New Jersey	Lelia O. Brown, 525 Clifton Ave.	Newark (1947)
New Mexico	R. J. Mullins, Executive Secretary, New Mexico Educational Association	Santa Fe (1945)
New York	Mrs. Marguerite Welch, 165 Searlwyn Rd.	Syracuse (1947)
North Carolina	Ethel Perkins, Box 49	Lexington (1946)
North Dakota	F. Ray Rogers, Superintendent of Schools	Carrington (1947)

Ohio	HELEN BRADLEY, 2401 Salutaris	Cincinnati (1947)
	H. C. ROBERSON, Assistant Principal, South High School	Lima (1947)
Oklahoma	MRS. D. EDNA CHAMBERLAIN, teacher, Tulsa Public Schools, Board of Education	Tulsa (1945)
Oregon	MARIE LESSING, 3043 N. E. 35th Ave.	Portland (1945)
Pennsylvania	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association	Harrisburg (1947)
	MABEL STUDEBAKER, 426 East Tenth St.	Erie (1945)
Puerto Rico	JOSE JOACQUIN RIVERA, Box 66	Camuy (1947)
Rhode Island	JAMES F. ROCKETT, State Director of Education	Providence (1946)
South Carolina	S. DAVID STONEY, Principal, Bennett School	Charleston (1947)
South Dakota	H. G. MOSBY, Field Secretary, South Dakota Education Association	Sioux Falls (1947)
Tennessee	WILSON NEW, Principal, Stair Technical High School	Knoxville (1945)
Texas	AVIS K. ROBERSON, 2224 Weatherbee	Fort Worth (1946)
Utah	JOHN T. WAHLQUIST, University of Utah	Salt Lake City (1947)
Vermont	JOSEPH A. WIGGIN, Principal, High School	Brattleboro (1946)
Virginia	MRS. ELEANOR P. ROWLETT, 4828 West Seminary Ave.	Richmond (1946)
Washington	JOHN R. RUSHING, 343 East 52d St.	Seattle (1945)
West Virginia	W. W. TRENT, State Superintendent of Free Schools	Charleston (1945)
Wisconsin	GEORGE R. RANKIN, 1315 South 30th St.	Milwaukee (1946)
Wyoming	CLYDE W. KURTZ, Superintendent of Schools, District No. 1	Evanston (1945)

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ASSOCIATION

Officers, 1944-45

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Second Vicepresident—MARY D. WEBB, Illinois State Normal University, Normal, Ill.
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President—MRS. BEULAH KEETON WALKER, Activities Director, Alex W. Spence Junior High School, Dallas, Texas
Vicepresident—MARY VIRGINIA MORRIS, Elementary Teacher, Soto Street School, 4160 Rosewood Ave., Los Angeles, Calif.
Secretary—ONA C. RAINES, Social Studies Teacher, Horace Mann Junior High School, Tulsa, Okla.
Executive Secretary—HILDA MAEHLING, 1201 Sixteenth St. N.W., Washington 6, D. C.

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President—LESTER J. NIELSON, 724 Windsor St., Granite District, Salt Lake City, Utah
First Vicepresident—SARAH L. YOUNG, Parker School, Oakland, Calif.
Second Vicepresident—EDWON RIGGS, Creighton School, Phoenix, Ariz.
Third Vicepresident—LAURA E. KELLAR, Vanport, Oreg.
Fourth Vicepresident—THOMAS PIERCE, State Teachers College for Women, Denton, Texas
Fifth Vicepresident—FLORENCE GABRIEL, Malvern School, Shaker Heights, Ohio
Executive Secretary—EVA G. PINKSTON, 1201 Sixteenth St., N.W., Washington 6, D. C.

GARDEN EDUCATION

President—PAUL R. YOUNG, School Garden Supervisor, Board of Education, Cleveland, Ohio
Vicepresident—MARVIN M. BROOKS, Director, Nature, Garden Education, Board of Education, 110 Livingston St., Brooklyn 2, N. Y.
Secretary—HERBERT G. MEYER, Instructor, Harvey Rice Garden, 11529 Buckeye Rd., Cleveland, Ohio

HIGHER EDUCATION

President—ERNEST O. MELBY, Chancellor, University of Montana, Missoula, Mont.
Secretary-Treasurer—GEORGE D. STRAYER, JR., Associate Professor of Education, Indiana University, Bloomington, Ind.

HOME ECONOMICS

President—MRS. RUTH M. FOREST, School Administration Building, Portland 8, Oreg.
Vicepresident—RUTH A. SANGER, Board of Education, Toledo, Ohio
Secretary—PAULINE H. DROLLINGER, State Department of Education, Cheyenne, Wyo.
Treasurer—MRS. REX TODD WITHERS, State Department of Education, Tallahassee, Fla.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

President—JOHN J. LEE, In Charge of Bureau of Teacher Recommendations, Wayne University, Detroit, Mich.
Vicepresident—C. E. STROTHERS, Director of Auxiliary Classes, Department of Education, Toronto, Canada
Secretary—MRS. BEULAH S. ADGATE, Saranac, Mich.

KINDERGARTEN-PRIMARY EDUCATION

President—ADELINE STEVENSON, 818 Fourth Ave., Fargo, N. Dak.
Vicepresident—ELIZABETH SPARGO, 65 Dracut St., Dorchester, Mass.
Secretary—MRS. VIVIAN MERO, 600 Eleventh St. South, Fargo, N. Dak.

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President—LOUISE HILLYER, Lip Reading Instructor, Dallas Public Schools, N. R. Crozier Technical High School, Bryan and Live Oak Sts., Dallas 1, Texas
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Secretary-Treasurer—MIRIAM PAULS, 6100 McCollum St., Philadelphia 44, Pa.

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Executive Secretary—C. V. BUTTELMAN, 64 E. Jackson Blvd., Chicago, Ill.
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Secretary—MRS. ESTELLE PHILLIPS, Assistant Principal, Woodrow Wilson High School, Washington, D. C.
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Western Vicepresident—W. B. BUCKHAM, High School Teacher, 50 Buckeye Ave., Oakland, Calif.
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Executive Secretary—HOWARD A. DAWSON, Director of Rural Service, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

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Secretary-Treasurer—MRS. IRENE MCANERNEY, Teacher, South High School, Cleveland, Ohio

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- President*—HOLLIS L. CASWELL, Director, Division of Instruction, Teachers College, Columbia University, New York 27, N. Y.
First Vicepresident—H. RUTH HENDERSON, Personnel Department, Tennessee-Eastman Corporation, Kingsport, Tenn.
Second Vicepresident—EDGAR M. DRAPER, Professor of Secondary Education and Curriculum, University of Washington, Seattle, Wash.
Executive Secretary—RUTH CUNNINGHAM, 1201 Sixteenth St., N. W., Washington 6, D. C.

VISUAL INSTRUCTION

President—MRS. CAMILLA BEST, Director, Division of Audio-Visual Aids, New Orleans Public Schools, 1835 Erato St., New Orleans 13, La.
First Vicepresident—BOYD B. RAKESTRAW, University of California, Berkeley, Calif.
Second Vicepresident—JAMES R. BREWSTER, Encyclopaedia Britannica Films, New York, N. Y.
Secretary-Treasurer—LELIA TROLINGER, Bureau of Visual Instruction, University of Colorado, Boulder, Colo.

VOCATIONAL EDUCATION

President—C. M. MILLER, State Director of Vocational Education, State Department of Education, Topeka, Kans.
Secretary—PAUL CRESSMAN, State Director of Vocational Education, State Department of Education, Harrisburg, Pa.

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1201 Sixteenth Street, Northwest, Washington 6, D. C.

WILLARD E. GIVENS, EXECUTIVE SECRETARY

WILLIAM G. CARR, ASSOCIATE SECRETARY

J. W. CRABTREE, SECRETARY EMERITUS

Directors of Divisions

ACCOUNTS AND RECORDS.....Mary J. Winfree
BUSINESS.....Harold A. Allan
FIELD SERVICE.....Charl Ormond Williams
MEMBERSHIP.....T. D. Martin
PUBLICATIONS.....Joy Elmer Morgan
PUBLIC RELATIONS.....Belmont Farley
RESEARCH.....Frank W. Hubbard
RURAL SERVICE.....Howard A. Dawson
SECRETARY'S OFFICE.....Harriett M. Chase

Secretaries of Departments at Headquarters

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION.....Ben W. Miller
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND DIRECTOR OF
ADMINISTRATIVE SERVICE.....S. D. Shankland
CLASSROOM TEACHERS.....Hilda Maehling
ELEMENTARY SCHOOL PRINCIPALS.....Eva G. Pinkston
NATIONAL ASSOCIATION OF DEANS OF WOMEN.....Mrs. Helen H. Griswold
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS.....Paul E. Elicker
NATIONAL COUNCIL FOR THE SOCIAL STUDIES.....Merrill F. Hartshorn
RURAL EDUCATION.....Howard A. Dawson
SUPERVISION AND CURRICULUM DEVELOPMENT.....Ruth Cunningham

COMMITTEES, COMMISSIONS, AND COUNCILS OF THE NATIONAL EDUCATION ASSOCIATION, 1944-1945

(Advisory committees are not listed)

COMMITTEE ON AUDITING

(Authorized by Representative Assembly)

Members of the Committee on Auditing are appointed near the time of the annual convention.

COMMITTEE ON BUDGET

(Authorized by Representative Assembly)

C. Marguerite Morse, <i>Chairman</i> ; Clearwater High School, Clearwater, Fla. (1946)	Mrs. D. Edna Chamberlain, Board of Education, Tulsa, Okla. (1947)
L. Frazer Banks, Superintendent of Schools, Birmingham 1, Ala. (1946)	Everett J. McIntosh, 62 Front St., Weymouth, Mass. (1945)
John R. Rushing, 343 E. 52d St., Seattle, Wash. (1947)	

COMMITTEE ON BYLAWS AND RULES

(Authorized by Bylaws)

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Mrs. Louise G. Carson, Principal, Beaufort Elementary School, Box 436, Beaufort, S. C. (1947)	John Rusinko (Lt., USNR), Utility Squadron No. 9, F.P.O., San Francisco, Calif. (1946)
Mary E. Titus, President, West Virginia State Classroom Teachers Association of the West Virginia State Education Association, 629½ Eleventh Ave., Huntington, W. Va. (1948)	

COMMITTEE ON CITIZENSHIP

(Name changed from New Voter Preparation and Recognition by authorization of the Representative Assembly, 1944)

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Laurentine B. Collins, Board of Education, 1354 Broadway, Detroit 26, Mich. (1945)	Lucy Mason Holt, Principal, Ocean View School, Norfolk, Va. (1946)
Richard B. Kennan, Executive Secretary, Maine Teachers Association, 14 Western Ave., Augusta, Maine (1946)	

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(Pittsburgh Meeting)

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Mrs. Mary R. Carter, 4815 E. Seminary Ave., Richmond 22, Va.	E. Carl Green, Weber High School, Ogden, Utah
H. Gudwin Johnson, 2746 N. 44th St., Milwaukee 10, Wis.	

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(Authorized by Representative Assembly)

Leslie A. Pinkney, <i>Chairman</i> ; 340 S. Lawn Ave., Kansas City, Mo. (1947)	H. Clay McGuffey, 877 Arcade Bldg., Cleveland 14, Ohio (1945)
G. G. Gudmundson, 16 Lincoln Ave., East Roselle Park, N. J. (1946)	Hugh Stout, 307 Studio Bldg., Portland 5, Oreg. (1945)
Linnie B. Wilson, Masonic Temple Bldg., Tulsa 3, Okla. (1946)	

EDUCATIONAL POLICIES COMMISSION

*(A Joint Commission of the National Education Association and
the American Association of School Administrators)*

A. J. Stoddard, *Chairman*; Superintendent of Schools, Philadelphia 3, Pa. (1944)

William G. Carr, *Secretary*; 1201 Sixteenth St., N. W., Washington 6, D. C.

APPOINTED MEMBERS

Francis L. Bacon, Superintendent, Evanston Township High School, Evanston, Ill.

J. B. Conant, President, Harvard University, Cambridge, Mass.

Prudence Cutright, Assistant Superintendent of Schools, Minneapolis, Minn.

Edmund E. Day, President, Cornell University, Ithaca, N. Y.

C. B. Glenn, Box 114, Birmingham 1, Ala.

Sidney B. Hall, Director of Extension, George Washington University, Washington, D. C.

Edwin A. Lee, Dean, School of Education, University of California, Los Angeles, Calif.

Paul T. Rankin, Assistant Superintendent of Schools, Detroit 26, Mich.

Maycie Southall, George Peabody College, Nashville 4, Tenn.

George D. Stoddard, State Commissioner of Education, Albany, N. Y.

George D. Strayer, Teachers College, Columbia University, New York, N. Y.

Mrs. Pearl A. Wanamaker, State Superintendent of Public Instruction, Olympia, Wash.

EX OFFICIO MEMBERS

Willard E. Givens, Executive Secretary, National Education Association, Washington 6, D. C.

N. L. Engelhardt, President, American Association of School Administrators, 110 Livingston St., Brooklyn 2, N. Y.

Mrs. Beulah Keeton Walker, President, NEA Department of Classroom Teachers, Hilltop Terr., Route 5, Box 245, Dallas, Texas

F. L. Schlagle, President, NEA, and Superintendent of Schools, Kansas City 16, Kans.

S. D. Shankland, Executive Secretary, American Association of School Administrators, 1201 Sixteenth St., N. W., Washington 6, D. C.

ADVISORY MEMBERS

John W. Studebaker, U. S. Commissioner of Education, U. S. Office of Education, Washington 25, D. C.

George F. Zook, President, American Council on Education, 744 Jackson Pl., N. W., Washington 6, D. C.

COMMITTEE ON ELECTIONS

(Authorized by Representative Assembly)

Members of the Committee on Elections are appointed near the time of the annual convention.

COMMITTEE ON INTERNATIONAL RELATIONS

(Authorized by Representative Assembly)

Ben M. Cherrington, *Chairman*; Chancellor, University of Denver, Denver, Colo. (1947)

Mrs. Rachel Evans Anderson, Andrew Jackson High School, St. Albans, Long Island, N. Y. (1946)

Kenneth Holland, Division of Cultural Relations, Office of Emergency Management, Washington 25, D. C. (1946)

Grayson N. Kefauver, Division of Science, Education and Art, State Department, Washington 25, D. C. (1945)

James T. Shotwell, Director, Carnegie Endowment for International Peace, Division of Economics and History, 405 W. 117th St., New York, N. Y. (1947)

JOINT COMMISSION ON EDUCATION AND RESOURCES

(Special Committee Authorized by Executive Committee)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

Willard E. Givens, Executive Secretary, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Howard Odum, University of North Carolina, Chapel Hill, N. C.

Ruth West, Head, Department of Social Studies, Lewis and Clark High School, Spokane, Wash.

Ray Lyman Wilbur, Chancellor, Stanford University, Calif.

REPRESENTING AMERICAN EDUCATION FELLOWSHIP

Paul R. Hanna, *Chairman*; Stanford University, Stanford University, Calif.

C. L. Cushman, Associate Superintendent of Schools, Philadelphia 3, Pa.

Lewis Mumford, Stanford University, Stanford University, Calif.

Frederick Redefor, Director, American Education Fellowship, 221 W. 57th St., New York, N. Y. (On leave for the duration.)

JOINT APPOINTEES

Harold Hand, University of Maryland, College Park, Md.

John W. Studebaker, U. S. Commissioner of Education, Washington 25, D. C.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND
THE AMERICAN LEGION

(Authorized by Representative Assembly)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

Paul Wamsley, *Chairman*; 101 Hertel Ave., Buffalo, N. Y. (1949)

Edward E. Keener, Principal, John Hay School, Chicago, Ill. (1947)

M. R. Dodd, Assistant Superintendent of Schools, Charleston, W. Va. (1948)

Glenn W. Todd, President, Lewiston State Normal School, Lewiston, Idaho (1946)

Fred. W. Young, Superintendent of Schools, Merigold, Miss. (1945)

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND
THE AMERICAN LIBRARY ASSOCIATION

(Special Committee authorized by Executive Committee)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

Mildred English, Superintendent, Peabody Training School, Georgia State College for Women, Milledgeville, Ga.

B. Lamar Johnson, Librarian and Dean of Instruction, Stephens College, Columbia, Mo.

Thomas H. Ford, Superintendent of Schools, Reading, Pa.

B. C. B. Tighe, Principal, Senior High School, Fargo, N. Dak.

Iva A. Winterfield, Librarian, Technical High School, Omaha, Nebr.

REPRESENTING AMERICAN LIBRARY ASSOCIATION

Margaret Cleaveland, *Chairman*; John Adams High School Branch, Public Library, Cleveland, Ohio (1945)

Sarah L. Jones, Assistant Director, Division of Textbook and Library Service, State Department of Education, Atlanta, Ga. (1945)

Sue Hefley, Supervisor, School Libraries, Louisiana State Department of Education, Baton Rouge, La. (1945)

Marjorie L. Schramling, Librarian, High School, 4600 W. Olympic Blvd., Los Angeles, Calif. (1945)

Mrs. Caroline R. Siebens, Librarian, High School Branch, Brookline Public Library, Brookline, Mass. (1945)

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND
THE AMERICAN MEDICAL ASSOCIATION

(Authorized by Representative Assembly)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

Louis R. Burnett, Board of School Commissioners, 3 E. 25th St., Baltimore 18, Md. (1949)

Bernice Moss, Consultant, School Health Education, State Department of Public Health, San Francisco, Calif. (1948)

Anne S. Duggan, Director of Physical Education, Texas State College for Women, Denton, Texas (1945)

N. P. Neilson, Director, Health and Physical Education Department, University of Utah, Salt Lake City, Utah (1946)

Willis A. Sutton, c/o Georgia Education Association, Walton Bldg., Atlanta 3, Ga. (1947)

REPRESENTING AMERICAN MEDICAL ASSOCIATION

Thurman B. Rice, *Chairman*; 3167 N. Delaware St., Indianapolis, Ind.

Albert J. Chesley, Secretary, State Board of Health, St. Paul, Minn.

W. W. Bauer, Director, Bureau of Health Education, American Medical Association, 535 N. Dearborn St., Chicago, Ill.

Charles G. Giddings, Jr., 478 Peachtree St., N. E., Atlanta, Ga.

George M. Lyon, Huntington, W. Va.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND
THE AMERICAN TEACHERS ASSOCIATION

(Authorized by Representative Assembly)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

S. L. Smith, *Chairman*; Director, Public Relations, George Peabody College for Teachers, Nashville, Tenn. (1945)

P. H. Easom, State Agent for Negro Schools, State Department of Education, Jackson, Miss. (1947)

Amy Hinrichs, Principal, Robert E. Lee School, New Orleans, La. (1948) N. C. Newbold, State Director of Negro Education, State Department of Education, Raleigh, N. C. (1946)

Ruth M. Williams, President, South Carolina Education Association, Winthrop College, Rock Hill, S. C. (1949)

REPRESENTING AMERICAN TEACHERS ASSOCIATION

John H. Brodhead, 1239 N. 57th St., Philadelphia, Pa. (1945) H. Council Trenholm, Secretary, American Teachers Association, State Teachers College, Montgomery, Ala. (1949)
Ambrose Caliver, U. S. Office of Education, Washington 25, D. C. (1948) Mary L. Williams, 1011 Second Ave., Charleston, W. Va. (1946)
Walter N. Ridley, Virginia State College, Ettrick, Va. (1947)

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

(Authorized by Representative Assembly)

REPRESENTING NATIONAL EDUCATION ASSOCIATION

Mrs. Mary L. Hollister, Principal, Gladstone School, Kansas City, Mo. (1945) Mason Stratton, Director of Elementary Education, Atlantic City Public Schools, Atlantic City, N. J. (1946)
Julia E. Sullivan, 21 Wade St., Brighton, Mass. (1947)

REPRESENTING NATIONAL CONGRESS OF PARENTS AND TEACHERS

Agnes Samuelson, *Chairman*; Executive Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines 9, Iowa (1945) Howard V. Funk, 205 Beach St., Tuckahoe, N. Y. (1945)
Mrs. William A. Hastings, President, National Congress of Parents and Teachers, 2241 Hollister Ave., Madison, Wis. (1946)

LEGISLATIVE COMMISSION

(Authorized by Representative Assembly)

H. M. Ivy, *Chairman*; Superintendent of Schools, Meridian, Miss. J. Easton Parratt, Director, School Finance and Research, State Department of Education, Salt Lake City, Utah
Arthur F. Corey, Executive Secretary, Southern Section, California Teachers Association, 408 S. Spring St., Los Angeles 13, Calif. Forrest Rozzell, Field Secretary, Arkansas Education Association, 2422 N. Pierce St., Little Rock, Ark.
Frank C. Heinisch, Executive Secretary, Omaha Education Association, 525 Insurance Bldg., Omaha, Nebr. Mrs. Beulah Keeton Walker, President, NEA Department of Classroom Teachers, Hilltop Terr., Route 5, Box 245, Dallas, Texas
Jere A. Wells, Superintendent, Fulton County Schools, Atlanta, Ga.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION

(Authorized by Representative Assembly)

APPOINTED MEMBERS

Alonzo F. Myers, *Chairman*; School of Education, New York University, New York, N. Y. (1946) T. W. H. Irion, Dean, School of Education, University of Missouri, Columbia, Mo. (1945)
Virginia Kinnaird, *Vicechairman*; President, Indiana State Teachers Association, 2410 S. Harrison St., Fort Wayne 6, Ind. (1947) Ernest O. Melby, Chancellor, Montana State University, Missoula, Mont. (1947)
Kate Frank, 109 N. 16th St., Muskogee, Okla. (1945) Mary E. Titus, President, West Virginia State Classroom Teachers Association of the West Virginia State Education Association, 629½ Eleventh Ave., Huntington, W. Va. (1946)

EX OFFICIO MEMBER

Willard E. Givens, Executive Secretary, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

NATIONAL COMMISSION ON SAFETY EDUCATION

*(Special Commission authorized by Executive Committee)*Henry H. Hill, *Chairman*; Superintendent of Schools, Pittsburgh, Pa. (1947)Robert W. Eaves, *Secretary*; 1201 Sixteenth St., N. W., Washington 6, D. C.

APPOINTED MEMBERS

Hanson H. Anderson, Principal, Arsenal Technical High School, Indianapolis, Ind. (1946)

Albert Coates, University of North Carolina, Chapel Hill, N. C. (1947)

H. Louise Cottrell, 46 W. 83d St., New York 24, N. Y. (1945)

Frank W. Cyr, Teachers College, Columbia University, New York, N. Y. (1946)

Kent T. Healy, Yale University, New Haven 11, Conn. (1945)

Nellie V. Lind, 3038 York, Denver, Colo. (1946)

James W. Martin, Director, Bureau of Business Research, University of Kentucky, Lexington 29, Ky. (1945)

Mrs. Gladys Simonds, Harvard School, Toledo, Ohio (1947)

Marion R. Trabue, Dean, School of Education, Pennsylvania State College, State College, Pa. (1945)

Margaret R. Wallace, Western High School, Washington, D. C. (1947)

Roscoe L. West, President, State Teachers College, Trenton, N. J. (1946)

NATIONAL COUNCIL ON TEACHER RETIREMENT

*(Formed by the merging of the Committee on Retirement Allowances of the NEA and the National Council of Teachers' Retirement Systems)*J. Y. Shambach, *President*; Deputy Secretary, Pennsylvania State School Employees Retirement Board, 450 Education Bldg., Harrisburg, Pa. (1944)R. T. Congdon, *Vicepresident*; Executive Secretary, New York State Teachers Retirement Board, 152 Washington Ave., Albany, N. Y. (1944)Jennie Roch, *Secretary-Treasurer*; Secretary-Treasurer, New Orleans Teacher Retirement System, 703 Carondelet St., New Orleans, La.

EXECUTIVE COMMITTEE

L. D. Burrus, Secretary-Manager, Washington State Teachers' Retirement System, Old Capitol Bldg., Olympia, Wash.

Harry M. Howell, Assistant Superintendent of Schools, Retirement Board of Los Angeles City Schools, 738 Chamber of Commerce Bldg., Los Angeles, Calif.

Carl Loining, Secretary, Duluth Teachers Retirement Fund Association, Board of Education, Administration Bldg., Duluth, Minn.

W. H. MacGregor, Secretary-Treasurer, Alabama State Teachers' Retirement System, 711 High St., Montgomery, Ala.

APPOINTED MEMBERS

Nedra Aisenbrey, Rapid City Teachers Association, Rapid City, S. Dak.

Arthur E. Arnesen, 440 E. First South St., Salt Lake City, Utah

W. A. Bass, Superintendent of Schools, Nashville, Tenn.

J. K. Boltz, Superintendent of Schools, Grand Junction, Colo.

John W. Condon, Executive Secretary, New Hampshire State Teachers Association, R. F. D. 1, Derry, N. H.

Fred Daylis, Public Schools, Billings, Mont.

Dwight F. Dilts, Secretary, Nevada State Educational Association, 402 W. Musser St., Carson City, Nev.

M. G. Farrow, Principal, Junior High School, Fremont, Nebr.

Carl H. Fischer, University of Michigan, Ann Arbor, Mich.

Mary E. Hite, State Department of Education, Columbia, S. C.

G. J. LeDet, Principal, Kaplan High School, Kaplan, La.

C. W. Lillibridge, Superintendent, McKean County Schools, Smethport, Pa.

J. R. McCollum, Principal-Emeritus, Lew Wallace School, 1126 E. Silver Ave., Albuquerque, N. Mex.

Newell D. McCombs, Superintendent of Schools, Des Moines, Iowa

Howard D. McEachen, Principal, Shawnee Mission High School, Merriam, Kans.

D. E. McQuilkin, Box 2129, Roanoke, Va.

Douglas B. Miller, Herbert Hoover Junior High School, Oakland, Calif.

Mrs. Rose M. North, Public Schools, Twin Falls, Idaho

W. O. E. Radcliffe, Columbia School, Bellingham, Wash.

Ona C. Raines, 1631 E. Fourth St., Tulsa, Okla.

A. A. Slade, Superintendent of Schools, Laramie, Wyo.

Q. M. Smith, President, State College, Murfreesboro, Tenn.

A. V. G. Upton, Superintendent of Schools, 110 Meigs Ave., Clarksburg, W. Va.

Emma J. Woerner, J. M. Atherton High School for Girls, Louisville, Ky.

Caroline S. Woodruff, Castleton, Vt.

COMMITTEE ON NECROLOGY

(Authorized by Bylaws)

- A. L. Burgoon, *Chairman*; Superintendent of Schools, Diamondville, Wyo.
 Dorothea Engel, *Secretary*; McMichael Intermediate School, Detroit, Mich.
 Ruby Anderson, Athens City Education Association, Athens, Ga.
 Orrel M. Andrews, Junior College, St. Joseph, Mo.
 Mrs. Edith Armstrong, President, Department of Classroom Teachers, Northern California Section, Capay, Calif.
 Mrs. Mattie Backen, Superintendent, Wells County Schools, Fessenden, N. Dak.
 F. E. Bass, Executive Secretary, Tennessee Education Association, 601 Cotton States Bldg., Nashville, Tenn.
 G. C. Birkhead, Superintendent, Hardin County Schools, Elizabethtown, Ky.
 Irving E. Blume, Bexley Teachers Association, Columbus 9, Ohio
 Norman Brillhart, President, Reading Teachers Association, Reading, Pa.
 Jeanne Buckmaster, Lexington Apts., Great Falls, Mont.
 Marguerite H. Burnett, Director, Adult Education, Wilmington, Del.
 Eileen Cantwell, 1614 E. Royall Pl., Milwaukee 2, Wis.
 Nina Carey, Skinner Junior High School, Denver 9, Colo.
 Mrs. Pauline McC. Carlberg, 6451 Sixth Ave. N., St. Petersburg, Fla.
 Violet Cass, Junior High School, Enumclaw, Wash.
 Mary DeLong, 205 Virginia Ave., South Roanoke, Va.
 Donald Dike, 12 Allen St., Athol, Mass.
 L. P. Dittmore, Director of Recreation, 1207 Bryan, Topeka, Kans.
 C. M. Donnelly, Superintendent, Montgomery County Schools, Montgomery, Ala.
 Mrs. Mildred Ellzey, Superintendent of Education, Pike County, Magnolia, Miss.
 Mrs. Marion W. Fox, 121 N. Hartford Ave., Atlantic City, N. J.
 Paul Grigsby, Principal, Township High School, Granite City, Ill.
 B. S. Hamner, L.S.U. Junior College, Monroe, La.
 C. M. Howell, Executive Secretary, Oklahoma Education Association, 320 Perrine Bldg., Oklahoma City 2, Okla.
 Ira Huntington, Superintendent, Jasper County Schools, Rensselaer, Ind.
 W. A. James, Superintendent Emeritus, Galveston, Texas
 J. H. Jones, Superintendent of Schools, Hope, Ark.
 Charles S. Lofton, Armstrong High School, Washington, D. C.
 RuLon H. Manning, Executive Secretary, Utah Education Association, 316 Beneficial Life Bldg., Salt Lake City, Utah
 Winona Montgomery, North Phoenix High School, Phoenix, Ariz.
 Mary E. Moss, 103 Market St., Annapolis, Md.
 Louise Musgrove, 86-22 Dongan Ave., Elmhurst, Long Island, N. Y.
 Augusta Nichols, Assistant Superintendent of Schools, Manchester, N. H.
 W. R. Pate, President, Normal School, Peru, Nebr.
 Emily Pendleton, Sanford High School, Sanford, Maine
 Rex Putnam, State Superintendent of Public Instruction, Salem, Oreg.
 J. G. Richards, Superintendent, City Schools, Camden, S. C.
 Olive Ringsrud, Beresford, S. Dak.
 Florence G. Rowles, Superintendent, Custer County Schools, Challis, Idaho
 Helen Marie Smith, Blakey Apt. 21, Las Vegas, Nev.
 Calvin Stanley, Rural Superintendent, Norwich, Conn.
 Nancy Steere, Chepachet, R. I.
 Elizabeth Thompson, Sidney Pratt School, Minneapolis, Minn.
 J. S. Waters, Superintendent, Chatham County Schools, Pittsboro, N. C.
 Mrs. Mary Watson, State Department of Education, Santa Fe, N. Mex.
 Gertrude Weaver, 1615 Douglas St., Sioux City, Iowa
 Frank White, Fairmont College, Fairmont, W. Va.
 Caroline S. Woodruff, Castleton, Vt.

COMMITTEE ON PROFESSIONAL ETHICS

(Authorized by Representative Assembly; formerly the Commission on Professional Ethics)

- V. M. Rogers, *Chairman*; Superintendent of Schools, River Forest, Ill. (1946)
 Pearl Donoho, 3518 Burt St., Omaha, Nebr. (1945)
 Marie Ernst, South Central Regional Director, Department of Classroom Teachers of the NEA, 2903 Russell Blvd., St. Louis 4, Mo. (1947)
 Lillian Gray, San Jose State College, San Jose, Calif. (1947)
 W. H. Lemmel, Superintendent of Schools, 11th and Washington Sts., Wilmington 9, Del. (1945)

COMMITTEE ON RESOLUTIONS

(Authorized by Bylaws)

- David Kirby, *Chairman*; Dean, Concord College, Athens, W. Va.
 Glenn W. Moon, *Secretary*; 1253 High Ridge Rd., Stamford, Conn.
 Mrs. Lila R. Marshall, *Vicechairman*; 1506 W. Cincinnati, San Antonio 1, Texas
 Junius Allison, 180 Tacoma Circle, Asheville, N. C.
 Fred Bailey, Grand Rapids, Mich.
 Rita L. Boll, Principal, Normal School, Lyndon Center, Vt.
 Margaret Boyd, 213 Wilma Ave., Steubenville, Ohio
 Herman Bradshaw, Mesa Union High School, Mesa, Ariz.
 Claude E. Brock, Superintendent of Schools, Humboldt, Tenn.
 Roy Bryan, Normal School, Wayne, Nebr.
 Hester Burbridge, 715 W. State St., Jacksonville, Ill.
 H. K. Cassell, Principal, Secondary School, Richlands, Va.
 J. C. Chapel, Principal, Columbus Elementary School, Kenosha, Wis.

- M. J. Clarke, Supervisor, Jefferson County High School, Louisville, Ky.
 Ethel R. Coleman, Junior High School, 407 Springfield St., Chicopee, Mass.
 Sarah C. Ewing, Arsenal Technical High School, Indianapolis, Ind.
 Robert J. Fuller, Superintendent of Schools, Hanover, N. H.
 Philemon E. Head, Supervising Principal, Frostproof, Fla.
 E. R. Hester, Principal, High School, Arcadia, La.
 Vincent Hiden, President, Oakland Teachers Association, Technical High School, Oakland, Calif.
 R. L. Hunt, State Teachers College, Silver City, N. Mex.
 H. M. Ivy, Superintendent of Schools, Meridian, Miss.
 Nancy Jones, High School, Laramie, Wyo.
 Lyle Koch, Principal, Wilson High School, St. Paul, Minn.
 Harry L. Kriner, Superintendent of Schools, Altoona, Pa.
 Martha Law, Garfield High School, Seattle, Wash.
 Bertha Lawrence, State Teachers College, Trenton, N. J.
 William H. Lemmel, Superintendent of Schools, Wilmington, Del.
 Arthur Manwaring, Central School, Vernal, Utah
 Harry McGinnis, Vicepresident, Tulsa Classroom Teachers Association, 571 S. Allegheny, Tulsa, Okla.
 M. Lillian McSorley, Vicepresident, NEA, Lewis-Clark Hotel, Lewiston, Idaho
 Mayme Murchie, Great Falls, Mont.
 Norman J. Nelson, Principal, Woodrow Wilson High School, Washington, D. C.
 Paul B. Norris, State Department of Education, Des Moines, Iowa
 Bernard F. Norton, Superintendent of Schools, Valley Falls, R. I.
 H. R. Pyle, Budget Director, State Department of Education, Little Rock, Ark.
 Herbert E. Redding, Milo, Maine
 Benjamin L. Simmons, Principal, Model High School, Minot State Teachers College, Minot, N. Dak.
 Jessica Smith, 307 N. Greene, Wichita, Kans.
 Margaret E. Snyder, Box 14, Las Vegas, Nev.
 Agnes L. Staed, 5900 McPherson, St. Louis 12, Mo.
 Howard B. Tuggey, Washington School, 423 S. Columbus Ave., Mt. Vernon, N. Y.
 W. L. Van Loan, Assistant Superintendent of Schools, Vanport City, Oreg.
 Jere A. Wells, Superintendent, Fulton County Schools, Atlanta, Ga.
 Willis White, Principal, Cambridge High School, Cambridge, Md.
 J. D. Williams, Principal, Birmingham System, Birmingham, Ala.
 Mrs. Maude Williams, Greenville High School, Greenville, S. C.
 J. H. Wilson, Superintendent of Schools, Rocky Ford, Colo.
 Lynn Zenner, Sioux Falls, S. Dak.

COMMITTEE ON TAX EDUCATION AND SCHOOL FINANCE

(Authorized by Representative Assembly)

- J. R. Mahoney, *Chairman*; University of Utah, Salt Lake City, Utah (1945)
 C. Herman Grose, Superintendent of Schools, Erie, Pa. (1947)
 Monroe Melton, Superintendent of Schools, Normal, Ill. (1946)
 Edgar L. Morphet, Director, Division of Administration and Finance, Department of Education, Tallahassee, Fla. (1947)
 Winifred Newman, Assistant Superintendent of Kanawha County Schools, Charleston 1, W. Va. (1946)

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION

(Authorized by Representative Assembly)

- Jean Armour MacKay, *Chairman*; 121 Highland Ave., Highland Park, Mich. (1945)
 H. J. Antholz, President, Wisconsin Education Association and Superintendent of Schools, Spooner, Wis. (1946)
 W. E. Peik, Dean, College of Education, University of Minnesota, Minneapolis, Minn. (1947)
 Harold W. Smith, Superintendent of Schools, Glendale, Ariz. (1947)
 M. Margaret Stroh, Wilson Teachers College, Washington, D. C. (1946)

COMMITTEE ON TENURE AND ACADEMIC FREEDOM

(Formed by the merging of the Committee on Academic Freedom and the Committee on Tenure of the NEA, authorized by Representative Assembly)

- H. B. Allman, *Chairman*; Superintendent of Schools, Muncie, Ind. (1947)
 Helen T. Collins, Principal, Lovell School, New Haven, Conn. (1946)
 J. Constance Kingan, 309 E. University St., Royal Oak, Mich. (1945)
 J. C. Shankland, c/o U. S. Employment Service, 1525 E. Douglas, Wichita, Kans. (1947)
 Anne Sutherland, 1385 Cincinnati, Ohio (1945)
 Burdette Ave., Cincinnati, Ohio (1945)

TWENTY-FOURTH REPRESENTATIVE ASSEMBLY

LIST OF OFFICIAL DELEGATES

NUMBER REGISTERED—1561

Following is the list of official delegates who attended the twenty-fourth annual meeting of the Assembly in Pittsburgh, July 4-6, 1944. Delegates are classified according to their educational positions which include: (a) teachers; (b) principals and assistant principals; (c) city and county superintendents and assistant superintendents; (d) state superintendents and staff members; (e) directors and supervisors; (f) state education association staff members; (g) college and normal school administrators; (h) librarians; and (i) editors.

ALABAMA

Banks, L. Frazer (Superintendent) Birmingham; Birmingham Teachers Association
Baxter, G. L. (Principal) Cottonwood High School, Cottonwood; Alabama Education Association
Baxter, Solomon (County Superintendent) Houston County, Dothan; Alabama Education Association
Butler, Mrs. Mary S. (Teacher) Box 956, Jasper; Walker County Teachers Association
Cole, Mrs. Jessie E. (Teacher) 963 Government St., Mobile; Mobile Education Association
Collins, J. J. (County Superintendent) Geneva County, Geneva; Alabama Education Association
Crim, J. Homer (Principal) 1328 W. Clinton St., Huntsville; Madison County Teachers Association
Culp, D. P. (Superintendent) Clanton; Chilton County Teachers Association
Daniel, H. G. (Principal) Verbena; Alabama Education Association
Dannelly, Clarence M. (County Superintendent) 301 Lawrence St., Montgomery; Montgomery Teachers Association
Dobbins, Harriett E. (Teacher) Ridgely Apts., Birmingham; Birmingham Teachers Association
Donehoo, C. A. (Superintendent) Gadsden; Alabama Education Association
DuBose, E. F. (Principal) Merrimac, Huntsville; Madison County Teachers Association
Ellis, Yale H. (Teacher) 302 Montezuma Ave., Montgomery; Montgomery Teachers Association
Gary, Mrs. Nell E. (Principal) Midland City; Alabama Education Association
Gerald, I. S. (Teacher) 1626 So. 13th St., Birmingham; Birmingham Teachers Association
Glazner, W. E. (Acting County Superintendent) DeKalb County, Fort Payne; Alabama Education Association
Gowen, Hazel S. (Teacher) 201 N. Bell, Dothan; Alabama Education Association
Greer, H. G., State NEA Director (County Superintendent) Monroe County, Monroeville; Alabama Education Association
Harper, J. A. (Principal) 1617 Jefferson Ave., S. W., Birmingham; Jefferson County Teachers Association
Harris, Marie (Teacher) Pinckard; Alabama Education Association
Hicks, Patterson (Principal) Chilton Co. High School, Clanton; Chilton County Teachers Association
Howard, Elizabeth (Teacher) 908 McMillan, Birmingham; Alabama Education Association

Howard, J. P. (Principal) Elmore County High School, Eclectic; Alabama Education Association
Massey, Boston (Principal) Fyffe High School, Fyffe; Alabama Education Association
Norton, E. B. (State Superintendent) Montgomery; Alabama Education Association
Olson, A. C. (Teacher) Senior High School, Jasper; Walker County Teachers Association
Pratt, F. B. (County Superintendent) Bibb County, Centreville; Alabama Education Association
Pratt, Mrs. Mary (Attendance Supervisor) Bibb County, Centreville; Alabama Education Association
Raines, Vincent (Assistant Secretary, AEA) 21 Adams Ave., Montgomery 4; Alabama Education Association
Scott, Mrs. J. F. (Teacher) 614½ 22d Ave., Tuscaloosa; Tuscaloosa City Teachers Association
Self, Geddes (Principal) Bibb County High School, Centreville; Alabama Education Association
Snoddy, W. T. (Principal) 1724 31st Ave. No., Birmingham; Birmingham Teachers Association
Tharp, S. M. (County Superintendent) Baldwin County, Bay Minette; Alabama Education Association
Turnham, Mrs. Esther (Principal) 13 No. 80th St., Birmingham; Jefferson County Teachers Association
Vanderford, L. S. (Principal) West Blocton High School, West Blocton; Alabama Education Association
Vanderford, Mrs. L. S. (Teacher) West Blocton; Alabama Education Association
Welden, C. R. (County Superintendent) Elmore County, Wetumpka; Alabama Education Association
Williams, J. D. (Principal) 5708 6th Ave. S., Birmingham; Birmingham Teachers Association

ARIZONA

Aston, Rollah E. (Supervisor) State Department of Public Instruction, Phoenix; Arizona Education Association
Bradshaw, F. Hermann (Teacher) Safford High School, Safford; Arizona Education Association
Bradshaw, Mrs. Helen (Teacher) Safford High School, Safford; Arizona Education Association
Davis, Leola K., State Department of Education, Phoenix; Arizona Education Association
Ganoung, R. A. (Teacher) 810½ E. Seventh St., Tucson; Tucson Education Association

Hannelly, Robert (Teacher) 1637 E. Osborn, Phoenix; Salt River Valley Classroom Teachers Association
 Hansen, Elizabeth (Teacher) 628 N. 1st Ave., Phoenix; Salt River Valley Classroom Teachers Association
 Marshall, Sara E. (Teacher) 2900 N. Park Ave., Tucson; Tucson Education Association
 Maxwell, Walter (Executive Secretary, AEA) 818 Security Bldg., Phoenix, Arizona Education Association
 Messick, Charles (Teacher) Rt. 1, Box 503, Glendale; Salt River Valley Classroom Teachers Association
 Montgomery, Winona (Teacher) 1529 W. Lewis, Phoenix; Salt River Valley Classroom Teachers Association
 Morrow, Robert D. (Superintendent) 15 S. Park Ave., Tucson; Arizona Education Association
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 Whalin, E. B. (Superintendent) Raceland; Kentucky Education Association
 Whittinghill, R. T. (Superintendent) Hazard; Kentucky Education Association
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 Keelen, Mrs. Sue S. (Principal) Zwolle; Louisiana Teachers Association
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MARYLAND

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